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PERSPECTIVES OF UNIVERSITY STUDENTS TOWARD BILINGUALISM IN
FRIBOURG, BARCELONA, AND OXFORD

A Thesis
presented for the
Master of Arts
Degree
in the Department of Modern Languages
The University of Mississippi

by

MADISON E. DENSMORE

May 2018

ABSTRACT

This master's thesis explores university students' perceptions toward bilingualism and foreign language teaching in two bilingual, European communities—Fribourg, Switzerland, and Barcelona, Spain—and at the University of Mississippi in monolingual-dominant Oxford, Mississippi. This research was conducted over a period of about nine months and includes both qualitative and quantitative data: twenty-four interviews as well as three online questionnaires which were made available in the following five languages: French, German, Catalan, Castilian Spanish, and English. During the interviews and on the Qualtrics questionnaires, students were asked to share their perceptions about language, their communities, and foreign language teaching. For clarity purposes, although some interviews were conducted in French or Spanish, students' responses have been translated into English by the author.

LIST OF ABBREVIATIONS AND SYMBOLS

M	male
F	female
B.A.	bachelor's degree
M.A.	master's degree
Edu.	education
Nat. lang.	native language
Biling.	bilingual
Lang.	language
Y	yes
N	no
Sw	Swiss
Alg	Algerian
Fr	French
Ger	German
SG	Swiss-German
Eng	English
Span	Spanish/Castilian Spanish
Ita	Italian
Cat	Catalan
Bra	Brazilian
Gal	Galician
Port	Portuguese
Am	American
Mx	Mexican
Th	Thai
Kor	Korean
Ave.	average

ACKNOWLEDGEMENTS

I would like to thank all the people who participated and aided in this research project, notably my advisor, the professors from the University of Fribourg, and members of ESN in Barcelona who actively helped in finding participants. I would also like to thank the students who worked to produce translations of the Qualtrics questionnaire. This project would not have been possible without their help.

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CHAPTER I

INTRODUCTION

Today, it is becoming increasingly necessary for people in our world's heterogeneous communities to learn additional languages to better communicate with others. Interactions between countries have created the need for coexistence and for the development of intercultural competences which, according to Chen & Starosta (1996), is the capacity to negotiate cultural significations and to accomplish in adequate fashions efficient compartments of communication that recognize the differences in identity of interactants in a specific environment (as cited in Ogay, 201, p. 358-359). This capacity has become practically indispensable for intercultural interactions, particularly for companies who wish to avoid stepping on the toes of their foreign colleagues. But not only is the knowledge of language essential for business and international relations, but language, which Lambert (1981) considers to be a "national resource," comes with a baggage consisting of both cultural and personal identity. It is therefore essential that we actively strive to safeguard our world's languages because the loss of language engenders the loss of cultures, identities, and history. UNESCO, founder of International Mother Language Day, affirms, "Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All moves to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue" ("International Mother Language Day," 2017).

As a result, research on linguistic perceptions can provide us with useful information on the social value of language. According to Lippmann (1965), the creation of clichés and perceptions could be necessary for our orientation in the world, since we tend to define before we see. As a result, the perceptions we create help us to orient ourselves in our complex and variable environment. Abric (1994) explains that social representations play a fundamental role in the dynamic of social relations and in practices because they permit the fulfillment of four central functions: a) functions of knowledge, permitting comprehension of explication of reality; b) functions of identity because they serve to define the identity and specificity of groups; c) functions of orientation because they guide behaviors and practices; and d) functions of justification because they permit the justification of viewpoints and behaviors. Representations, therefore, in permitting the definition of zones of inter-comprehension and of rallying (or of separation) for speakers, form a part of the knowledge and beliefs that are indispensable to social life (as cited in Zarate, 2009, p. 272). However, how to accurately and adequately define perceptions that exist in a community is a complex task, as linguistic perceptions differ largely on the individual level. Even so, the research that will be presented in the following pages aims to qualify and quantify a given pool of perceptions to some extent.

As English—a language often considered as the *lingua franca* between countries—increasingly dominates over others, it is important for researchers to conduct studies on current perceptions of languages regarded as “secondary,” as the increase in mundialization could instigate not only language loss but also the loss of individual, communal, and national cultures. According to UNESCO, by the end of the century, we are in danger of losing 6,000 languages (Ball, 2016). As a result, to begin to make steps toward language preservation, it is wise to look toward students—young and future workers, teachers, and propagators of languages—who can be excellent indicators of the vitality of a language. According to a

study performed by Barcelone de Doyle (1995), “Today’s youths’ attitudes toward bilingualism may indicate their future attitudes and future linguistic behavior.” If we can qualify the linguistic perceptions of young adults, perhaps more students will become aware of their own attitudes, which may ultimately contribute to the creation of new programs for language acquisition; communal activities that favor interactions between people with different linguistic memberships; and above all, avoid the loss or the decline of “secondary” languages in the shadows of more dominant ones. Furthermore, by conducting studies on bilingual communities—such as Fribourg and Barcelona—as well as potentially bilingual ones—such as emerging Spanish/English bilingual ones in the United States—we can seek to determine the route which these languages will take, how to improve peoples’ perceptions of them, and finally, avoid their extinction.

This research will investigate university settings in the following cities—Fribourg, Barcelona, and Oxford—three communities with diverse backgrounds, populations, and languages. The objective of this analysis was to analyze the similarities and differences between the university communities, to determine students’ degree of positivity toward foreign language learning, to identify what beliefs or prejudices exist, and to conclude if identifiers such as age, gender, and place of birth influence how participants respond. An additional objective of this analysis was to look at how language perceptions between two bilingual communities compare to a monolingual community, Oxford, and to discover the perceived roles of English in Europe and Spanish in the United States.

The two European communities, Fribourg and Barcelona, share bilingual status, while Oxford is a monolingual, American Southern town. Fribourg is situated in the French-speaking, western part of Switzerland in the canton of Fribourg (see Figure 1), Barcelona is in the northeastern part of Spain (see Figure 2), and Oxford in the northeastern corner of Mississippi in the United States (see Figure 3). Fribourg and Barcelona, a Swiss town and a

Spanish city respectively, both have two languages that are officially recognized by the regions: French and German in Fribourg and Castilian Spanish and Catalan in Barcelona. In addition, the countries of Switzerland and Spain both have four languages that are nationally recognized: German, French, Italian, and Romansch in Switzerland, and Castilian Spanish, Catalan, Galician, and Basque in Spain. Oxford, on the contrary, has no such language environment, despite the diversity of students that attend its campus, the University of Mississippi. As of date, the United States has yet to officially declare a national language.



Figure 1. Map of Fribourg (“Wikipedia,” n.d.)



Figure 2. Map of Barcelona (“Express,” 2017)



Figure 3. Map of Oxford (“IDcide,” n.d.)

The sizes of Fribourg, Barcelona, and Oxford, although unequal, are not incomparable. As of 2015-2016, Switzerland has a total population of 8,391,973, with the population in the canton of Fribourg being 310,466 and the population of the city of Fribourg at 38,489, making the population of the canton of Fribourg and Fribourg about 3.7% and 0.5% of the total population of Switzerland, respectively (“Population,” 2017). In Spain, the total population is about 46,557,008, the population of the province of Barcelona is 5,542,680, and as of 2011, the population of the city of Barcelona is 1,611,013, making the population of the province of Barcelona and Barcelona about 11.9% and 3.5% of the population of Spain (“Resultados,” 2011). In the United States, as of 2010, the total population is 308,745,538, the population of Mississippi is 2,967,297, and the population of Oxford is 18,916, making the population of Mississippi 1.0% and Oxford 0.006% of the total population of the United States (“Population Estimates,” 2016) (see Table 1).

Table 1			
<i>Population</i>			
<u>Population</u>	<u>Switzerland</u>	<u>Spain</u>	<u>United States</u>
Total Population	8,391,973	46,577,008	308,745,538
Regional population	310,466	5,542,680	2,967,297
% of total population	3.7%	11.9%	1.0%
City population	38,489	1,611,013	18,916
% of total population	0.5%	3.5%	0.006%

In Fribourg, one of three officially bilingual cantons in Switzerland, 63% of its inhabitants are Francophone and 29% Germanophone, and most of the population is not bilingual (“Office fédéral de la statistique,” 2017). As of 1991, the French and German languages are considered equals: each text is translated into the two partner languages, and Article 17 of the Constitution specifies those who address an authority of whose jurisdiction extends to the canton can do it in the official language of their choice (“Office fédéral de la statistique,” 2017). In addition, the State of Fribourg claims that it favors the comprehension, the goodwill, and exchanges between cantonal linguistic communities, it encourages bilingualism, and it favors relations between the national, linguistic communities (“Office fédéral de la statistique,” 2017).

In Barcelona, citizens of this Spanish city share a common language, Catalan, and unlike Fribourg, most people living in Barcelona are bilingual in both Catalan and Castilian Spanish. Furthermore, 70% of people fluently speak Catalan and use it daily, and 90% of people understand it (“Visit Barcelona,” 2017). Here, unlike in Fribourg where the government makes efforts to encourage the harmony between French and German, certain members of the regional government of Catalonia, the Generalitat, desire to make Catalan the only official language of Catalonia and even to secede from Spain (“In Barcelona, do it in Catalan,” 2016). For example, the government demands that businesses publish all public information in Catalan (compared to Fribourg, where information is made available in both recognized languages); and if this is not respected, businesses are subject to costly fines, which reached a total of 51,300 euros in 2014 (“In Barcelona, do it in Catalan,” 2016). And despite the fact that in 2010, the Tribunal judged that the imposition of the two languages on businesses is a violation of the constitution, fines nevertheless continue to increase as many people—such as Montserrat Ribera, the director of the Agency of Consumers—believe they are necessary to the preservation of the Catalan language (“In Barcelona, do it in Catalan,”

2016). With this knowledge, one might suppose that Catalans' pride regarding their home language, which is dominant in the Barcelona region, is more present than that of Francophones for French in Fribourg. This distinction may be further explained by the fact that between 1939-1975, Catalan was strictly forbidden under the dictatorship of Franco, which could have helped to furnish Catalans' intense pride for their local language ("All-Barcelona-Guide," 2017).

Furthermore, Fribourg, Barcelona, and Oxford are home to at least one university. In 2014-2015, the number of students at the University of Fribourg was about 10,000, with 79% of students being Swiss ("Université de Fribourg," 2017). Founded in 1889, the University of Fribourg is the only university in Switzerland to offer a full range of training in each of the two languages ("Université de Fribourg," 2017). Here, students have the possibility to choose French or German as a unique language of study, but there also exist several bilingual studies—subjects taught partly in French and partly in German—where students can choose the language in which they wish to complete their exams ("Université de Fribourg," 2017). At the master's level, certain classes are only offered in English, but Fribourg nevertheless aims to encourage bilingual studies and diplomas in French and German, to valorize the interdisciplinarity in diverse degrees and research, and to live plurilingualism in daily life ("Université de Fribourg," 2017). On a final note, as an educational institution, Fribourg is well-known and well-respected throughout Europe; and as per *Times Higher Education*, it is among the top one-hundred most international universities in the world ("Université de Fribourg," 2017).

Founded in 1450, the University of Barcelona has a population of 62,984 students. Catalan is its official language, but classes are presented in other languages as well, with 65.6% of classes taught in Catalan, 25.3% in Castilian Spanish, and 6% in English ("Universitat de Barcelona," 2017). Here, university professors have the right to teach in the

language of their choice, and like Fribourg, students may choose the language in which they complete their coursework and exams (“Universitat de Barcelona,” 2017). In addition to the Linguistic Services that Barcelona offers, the university proposes programs that present students with possibilities to learn Catalan, including free classes, linguistic exchanges, and complementary, cultural activities (“Universitat de Barcelona,” 2017).

Finally, the University of Mississippi—or ‘Ole Miss’—the first and biggest university in the state of Mississippi, was founded in 1848 in the city of Oxford and has a student population of 24,250 (“University of Mississippi,” 2017). With students representing over twenty-four countries, about 60% of the student-body population is from Mississippi, 22.9% are minorities, and 4% are international students (“University of Mississippi,” 2017). On an additional note, the university offers its students many foreign language classes, such as Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Swahili (“University of Mississippi,” 2017). Nevertheless, most business and class meetings, except those conducted in the Department of Modern Languages, are conducted in English.

CHAPTER II

LITERATURE REVIEW

In the section that follows, a variety of terms will be clarified as they relate to the current study, including ‘language’, ‘bilingualism’, ‘perceptions’, ‘attitudes’, and ‘stereotypes’. First and foremost, language, as per Zarate (2009), is the ensemble of resources that permits people to interact with a certain number of people, ultimately creating a linguistic community, defined by Adami & Leclercq (2012) as a population or group of individuals sharing a same language (p. 97). In Fribourg and Barcelona, two languages co-exist in these shared spaces—French and German or Catalan and Castilian Spanish—producing two bilingual, linguistic communities. Furthermore, according to Ervin-Tripp (2016) and Chen (2015), bilinguals are those that not only speak comfortably in two languages, but they are also exposed to and internalize two cultures. When defining bilingualism, Peñalosa (1975) writes that there exist two types: ‘compound’ and ‘coordinate’ bilingualism. ‘Compound’ bilinguals are those who have learned two languages at home or in their environment and have created a fusion of two systems of meaning, while ‘coordinate’ bilinguals are those who have learned their languages in two different contexts and therefore have two separate systems of meaning (Peñalosa, 1975). There are also different degrees of bilingualism, “from complete, symmetrical native control of two languages, to the asymmetrical case, where there is extreme weakness in one of the two languages” (Ervin-Tripp, 2016, p. 2).

In the linguistic communities of Fribourg and Barcelona, bilingualism is supported by the local government, but the extent to which an individual has acquired either language depends largely on their perception—which, according to Zarate et al. (2009), is a system of knowledge, shared collectively, influenced by historical and social circumstances in which it anchors itself—toward the language, and this is difficult to define. Also viewed as a system of values, notions, and practices, perceptions permit individuals to establish an order that provides them with the possibility to orient themselves in their social and material environment, to dominate it, and then to assure communication between the members of a community (Moscovici, 1984, p. 10-11).

Most studies on language perceptions or language attitudes have utilized deductive approaches involving the distribution of questionnaires to the communities under examination. For example, researchers like Cortés (2002) in the United States, Sallabank (2013) in Guernsey, Baker (1992) in Wales, Flórez (2006) in Colombia, García et al. (1998) in the United States, Wassink (1992) in Jamaica, Huguet et al. (2008) in Spain, Ting (2003) in Malaysia, and Nguyen (2016) et al. in Vietnam have all helped lay the foundation for language attitude research. Research such as those aforementioned are important to the field of linguistics because language perceptions, which influence the way in which a language is perceived, may indicate whether a change in a language's status is likely (Flórez, 2006). Furthermore, language perceptions can also be perceived as the product of a learner's identity with the language, its culture, and its speakers (Henry & Apelgren, 2008). For instance, if perceptions toward a language are positive in a community, interest in a language, a greater openness, and a greater respect for other cultures become more apparent (Flórez, 2006). Additionally, a study performed by Woolard & Gahng (1990) showed that greater prestige of a minority language could be one motivation for its acquisition. This being noted, if we can identify factors that contribute to both positive language perceptions and increased

motivation to learn a language, we may facilitate its acquisition; and by identifying aspects of foreign language teaching of which students feel could be improved, we can enhance how languages are taught and ultimately perceived.

Also parallel to the idea of linguistic perceptions is ‘attitude’, which shows how one or multiple languages are perceived. According to Zarate et al. (2009), attitudes also feed the discourse of languages, reacting as mobiles or justifications for perceptions. For example, enjoying English or experiencing a way of life that is more Anglo-Saxon facilitates the acquisition of the English language and entails utterances of perceptions which are favorable to English, like the idea that English is an easy language. The disdain (and this is a euphemism) for large strata of the European population for *sans-papiers* or ‘without papers’ is certainly associated with a negative attitude regarding the many languages spoken by these foreigners (p. 277). Nevertheless, this research will focus more closely on linguistic perceptions rather than attitudes because attitudes, as Zarate explains above, engender perceptions, which are ultimately the final product being sought.

With this in mind, this study strives to arrive to a relatively concrete, linguistic conscience which, according to Joubert (2015), refers to the realization of what the language represents for speakers but also accounts for the context of its use or ‘external elements specific to the linguistic community as a whole’ (as cited in Kremnitz, 1993, p. 101). These elements of knowledge belong to the cognitive part of linguistic attitudes (which are also composed of an affective and conative part, according to Baker (1992), that serve to anchor the language in a spatial-temporal lineage (p. 40-41). Joubert (2015) continues to say that the maintenance or the recuperation of a linguistic conscience is an indispensable step for the recuperation of a feeling of cohesion in a distinct linguistic community (p. 40-41). With officially-bilingual communities, therefore, it is necessary to identify the present perceptions to create, support, and promote a harmonious, linguistic atmosphere. Going further, these

attitudes—and thereby perceptions—even have the potential to be a revealing element of declared support toward a dominated language (Joubert, 2015, p. 40-41). Compare the city of Fribourg, for example—where French is the language that demographically dominates this town, as two-thirds of the population are Francophone and only one-third Germanophone—with that of Barcelona, where although Catalan is the dominate language in schools and businesses, nearly all Catalans can also speak Castilian Spanish, often as a second native language (“Barcelona.de,” 2017).

As with many communities and cultures, ‘stereotypes’, which Edwards (1999) defines as “social perceptions that group members have in common,” may arise toward languages and the people that speak them (p. 101). These stereotypes, which Lippman (1965) believes are necessary for our orientation of the world, are also important indicators of the status of a language and a group of individuals. For instance, Lybaert (2017) says, “Overt values reveal stereotypes and folk wisdom about language, and these ‘are part of the information needed to understand the status of and regard for language use in speech communities’” (p. 94-95). In identifying stereotypes—which are associated with perceptions—toward languages in a community, we may further facilitate language acquisition. After all, Lambert (1981) writes that “Negative, prejudiced attitudes and stereotypes about another ethnolinguistic group...can upset and disturb the motivation needed to learn the other group’s language, just as open, inquisitive and friendly attitudes can enhance and enliven the language learning process” (p. 3).

In Switzerland as a whole, and particularly in Fribourg, the linguistic community is divided between the Swiss-French (or Swiss-Romand) and Swiss-Germans; and in various parts of the country, one language dominates the other. For example, the canton of Fribourg is inversely-proportioned from the rest of Switzerland, which is generally two-thirds Germanophone and one-third Francophone. In Fribourg, German is largely overshadowed by

French, a language that is, according to Gohard-Radenkovic (2007), a native language, a second language, and a foreign language in Switzerland (p. 43). To further explain the divide that exists between the two language groups, Fribourgeois often use a term, which is both lexical and geographic, known as 'Röstigraben'. Geographically designated by the Sarine River, the 'Röstigraben' represents the line of demarcation between the Germanophone and Francophone zones in the heart of Fribourg (Gohard-Radenkovic, 2007).

Although not numerous, a few studies have approached linguistic perceptions in bilingual Switzerland. For example, a study by De Pietro (1994) in Bien/Biel, a Swiss city in the canton of Bern, involved representations, language practices, and school experiences of students through in-class observations, experiments with didactic activities, and interviews with teachers and students. The study's overall aim was to identify linguistic representations of Swiss-French students studying German as a foreign language by using a questionnaire to discover the representations that hinder learning, not to eradicate them but to work on them by making students aware of them, leading them to relativize them, to modify them, and to bring them to center stage (De Pietro, 1994, p. 89-111). In another study on perceptions toward bilingualism in Bienne/Biel and in Fribourg/Freiburg (French/German spellings of the city names), Brohy (2006) discovered that in Fribourg, an officious bilingualism is more often spoken of than an official one (p. 115). This study showed that while logical to assume that a bilingual city would present its street signs in the two recognized languages, this topic remains a subject of debate for the urban population. For example, even the city's double name, Fribourg/Freiburg, is still contested, as certain people consider it to be unnecessary or even undesirable (Brohy, 2006).

Compared to its Swiss counterpart, the pride for Catalan in the linguistic community of Catalonia is more palpable. Since achieving political autonomy in 1979, Catalonia has launched a considerable number of initiatives, above all in education, to aid in the

reinforcement and use of the Catalan language (Woolard et al., 1990). For instance, a study by Woolard et al. (1990) found that attitudes toward Catalan were generally positive; in fact, Catalan had greater social value than even Castilian Spanish. Woolard et al. believes this increase in the prestige of Catalan may be attributed to the following: young Catalans hear it more frequently than citizens did in the past, its use has become more ordinary, and most Catalonians claim to have a basic knowledge of the language (Woolard et al, 1990). Five years later, a study by Doyle (1995) also showed that adolescent attitudes toward bilingualism in Barcelona were mostly positive. On the other hand, in 2008, Huguet et al. discovered that attitudes of young people toward Catalan in Aragon, Spain—where the Catalan language is also spoken—were mostly neutral, with attitudes toward Castilian Spanish being more positive. However, these results could be due to the fact that Catalan is not an officially-recognized language in Aragon.

On a final note, to date, there are no studies on student linguistic perceptions involving the University of Mississippi, nor is there available research on student perceptions toward language in Mississippi of which the author is aware.

To inaugurate this project, several face-to-face interviews were first organized with students in Fribourg. The interviews were performed with native French- or German-speakers, although the author was a native English-speaker and outsider to the community and to Switzerland, a fact which could have impacted how students responded to certain questions; as whether consciously or unconsciously, students may have sought to furnish answers which they thought the author was seeking or may have exaggerated their actual perceptions. Nevertheless, in choosing to begin in this way with the interviews, linguistic perceptions could be more clearly seen ‘en live’ through conversational dialogue. Zarate et al. (2009) explains that a social perception exists in and through discourse; it is in and through discourse that perceptions construct, modify, and transmit themselves. It is also in and

through discourse that a social representation is diffused and circulated in a social group (p. 276). Finally, like De Pietro (1994) in *Bien/Biel*, the objective of this research on linguistic perceptions in Fribourg, Barcelona, and Oxford is to discover the perceptions of the ‘Other’ that exist, not to eradicate them but to work on them and study them in their natural habitats with hopes to pave the way for improvements in language acquisition, language attitudes, language preservation, and efforts to support community and national bilingualism and multilingualism. In addition, by interviewing and propositioning the opinions of younger inhabitants, we can hopefully obtain a better understanding as to the future direction of linguistic perceptions and language preservation.

CHAPTER III

METHODOLOGY

This study initially consisted of eight face-to-face interviews with participants from the University of Fribourg. It should be noted that by originating with an inductive approach, the objective of the interviews was to foster ideas for the creation of an online questionnaire that would be distributed to a greater number of students later in the research process. The interviews performed in Fribourg consisted of fifteen questions in total: eight preliminary questions and seven primary questions. After the first interview, an additional question was added to the survey, equaling sixteen questions in total. After the preliminary questions, which were formulated to create an illustration of each interviewee's personal, linguistic, and scholarly biography, the students were asked their opinions on Fribourg's linguistic environment, the Swiss-French and Swiss-Germans, and the role English plays in Switzerland (see Appendix). Student participants were recruited with the following criteria in mind: 50% male, 50% female, four of eight having lived more than ten years in Fribourg, four of eight having lived most of their lives outside of Fribourg or in the city for less than ten years, 50% Francophone (native French-speakers), and 50% Germanophone (native German-speakers). Finally, students were gathered by asking fellow classmates, friends, and colleagues to participate and through using university contacts. Interviews were conducted in French or English.

Similarly, eight interviews were performed with students from the University of Barcelona over a period of several months. As with Fribourg, students were selected according to their native language, gender, and the length of time they had spent in

Barcelona, with the divide being more or less than ten years. Fifty percent were male and 50% female, four of eight having lived more than ten years in Barcelona, and four of eight having lived most of their lives outside of Barcelona or in the city for less than ten years. Since it is mandatory in Catalan schools for all residents to receive a bilingual education, all interviewees originating from Barcelona shared both Catalan and Castilian Spanish as their native languages. The four participants from outside of Barcelona had either Castilian Spanish as their native language or a native language that was not Catalan, such as Galician or Portuguese. None of the participants from outside of Barcelona spoke Catalan as a native language because Catalan is not widely spoken in other regions of Spain like German or French in Switzerland. Barcelona participants were recruited using personal contacts and by soliciting Barcelona Erasmus Student Network (ESN) group members to volunteer. After the preliminary questions, which, like those of Fribourg, consisted of questions that were designed to create an illustration of each person's personal, linguistic, and scholarly biography, the students were asked their opinions on Barcelona's linguistic environment, bilingualism, and Barcelona's multicultural context. They were also asked their opinions on Catalans, Castilian Spanish-speakers, and the role English plays in Spain. These interviews consisted of the same questions posed in Fribourg but were modified slightly to suit the context: eight preliminary questions and seven primary questions with an additional question added later in the interview process concerning the political climate involving the Catalan independence movement (see Appendix). However, this last question was ultimately discarded for the analysis. The interviews were conducted via telephone from the United States in Castilian Spanish, English, or French.

In concurrence with the Barcelona interviews, eight interviews were also conducted at the University of Mississippi in Oxford, Mississippi, United States. These students were selected by soliciting colleagues, friends, contacts, and fellow students to participate. The

interviews were all conducted in English. Among the eight participants, four had grown up in Mississippi or had lived in the state for more than ten years, and four had grown up elsewhere in the United States or had lived in Oxford for a period inferior to ten years. Half of the students were male, half were female, and four of eight participants were pursuing a bachelor's or master's degree in Spanish. Initially, these interviews consisted of the same questions used in Fribourg and Barcelona, but there was a total of eighteen questions—eight preliminary questions and ten primary questions—with a few questions modified to suit the monolingual context. After the preliminary questions were posed, which, like Fribourg and Barcelona, involved questions that aimed to illustrate each person's personal, linguistic, and scholarly biography, the students were asked their opinions on Oxford's linguistic environment, bilingualism, foreign language teaching, and the University of Mississippi's relationship with international and minority students. In addition, they were asked their opinions on international students, Ole Miss students, and the role English plays in the United States and in the world (see Appendix).

All twenty-four interviews involving participants from Fribourg, Barcelona, and Oxford were de-identified, were 20-40 minutes in length, and were audio-recorded. Shortly after each interview, the responses were transcribed and translated into English, if necessary, by the author.

In coordination with these interviews, an online questionnaire using Qualtrics was created and made available in the following languages: French, German, and English for students in Fribourg; Catalan, Castilian Spanish, and English for students in Barcelona; and English for students in Oxford. The translations were obtained through the participation of university colleagues, contacts, and interviewees. The online questionnaires were distributed using personal and professorial contacts, snowball sampling, and with the University of Mississippi questionnaire, a link to the survey was sent via email, where participants were

directed to the online questionnaire. Each of the three questionnaire formats—Fribourg, Barcelona, and Oxford—took about 20-30 minutes to complete and consisted of about fifty questions regarding bilingualism, foreign language teaching, and linguistic perceptions. Answers were multiple choice or formatted using a Likert Scale. After the questionnaires were returned, they were analyzed using Qualtrics' Cross Tabs feature. With the data obtained from these online questionnaires, a variety of analyses were performed to determine how likely certain factors—such as gender, age, time abroad, number of languages spoken, native language, place of birth, language ability, and parents' support—were to influence participants' responses as well as how inter-country answers compared.

Research Questions

In studying linguistic perceptions of students at the University of Fribourg, the University of Barcelona, and the University of Mississippi, the following research questions will be addressed:

- 1.) Based on responses from the oral interviews from participants surveyed in this study:
 - a. How are foreign language teaching and foreign languages perceived...?
 - i. In Fribourg?
 - ii. In Barcelona?
 - iii. In Oxford?
 - b. Do participants in Fribourg consider the city to be a positive bilingual environment?
 - c. Do participants in Barcelona consider the city to be a positive bilingual environment?
 - d. How do linguistic groups appear to interact...?
 - i. In Fribourg?
 - ii. In Barcelona?
 - iii. In Oxford?
 - e. What is Fribourg doing to promote bilingualism?
 - f. What is Barcelona doing to promote bilingualism?
 - g. What is Oxford doing to promote multiculturalism?
 - h. What role does English play...?
 - i. In Fribourg?
 - ii. In Barcelona?
 - i. And what role does Spanish play in Oxford?
- 2.) Based on the responses from the Qualtrics survey:
 - a. Is there a relationship between...?
 - i. Participant gender and questionnaire responses?

- ii. Age and questionnaire responses?
- iii. Time abroad and questionnaire responses?
- iv. Number of languages spoken and questionnaire responses?
- v. A person's native language and questionnaire responses?
- vi. A person's place of birth and questionnaire responses?
- vii. A person's language ability and questionnaire responses?
- viii. Parent support and questionnaire responses?
- b. Are the European cities symmetrically (native control of two languages) or asymmetrically (where there is a weakness in one of the languages) bilingual?
- c. Are European students more open-minded toward other languages than American students?

In responding to these questions, this study aims to identify ways to globally improve foreign language teaching methods as well as enrich intra-country relations between language groups (i.e. Swiss-French and Swiss Germans, Catalans and Castilian Spanish-speakers, Americans and foreign language- and Spanish-speakers). If the outlook on 'Other' languages and students' motivations to learn a foreign language can be improved, then it is likely that bilingual cities could become 'compound' rather than 'coordinately' bilingual and languages will be more easily acquired for students in all varieties of language environments (i.e. monolingual, bilingual, multilingual). Ultimately, if second language acquisition teaching methods can be improved, this could positively affect students' attitudes toward language, thus positively impacting their perceptions and attitudes toward other cultures, reducing the risk of languages becoming weakened or eventually lost over the span of time.

Participants

Fribourg participants. Initially, this study was approached inductively and involved eight interviews at the University of Fribourg. To maintain anonymity, the participants were coded with an 'F' for 'Fribourg' and with a number (1-8) in the order in which they were interviewed. All interviews were conducted in French except for one with a native German-speaker, which was conducted in English. Among the eight participants, four had grown up in Fribourg or had been living in the city for a period of more than ten years, and four had

grown up in another part of Switzerland or had been living in Fribourg for less than ten years. However, one student among those who had been living in Fribourg for over ten years was born in Algeria. Four of the participants identified themselves as Francophone, and four identified themselves as Germanophone. Among the four who had spent over ten years in Fribourg, 50% were native French-speakers, 50% were native German-speakers, 50% were males, and 50% were females. Regarding the participants who had grown up in another region of Switzerland, two were native French-speakers, two were native German-speakers, 50% were male, and 50% were female, and two were fluent bilinguals. Table 2 shows a breakdown of the Fribourg participants by gender, age, level of studies, whether they had spent ten or more years in Fribourg, nationality, native language, whether or not they were bilingual, number of languages known, languages known, whether or not they had spent significant time abroad, language or languages spoken with their family, and the language in which the interview was conducted with the author. Furthermore, of the eight interviewees, six were in a master's program at the University of Fribourg, two were in a bachelor's program, five of eight had lived or studied abroad for a period of more than three months, and all eight participants spoke at least three languages at a self-professed minimum A2 or B1 level (see Tables 3-4). On a final note, for the graphs that follow, a 'language known' is defined as having a proficiency of at least A2 or B1 but below a native or near-native control of the language.

Table 2

Fribourg, Switzerland Interview Participants

<u>Participant</u> <u>t</u>	<u>Sex</u>	<u>Age</u>	<u>Edu.</u>	<u>10+ yrs.</u> <u>in</u> <u>Fribourg</u>	<u>Nationality</u>	<u>Nat.</u> <u>lang.</u>	<u>Biling.</u>	<u># of</u> <u>lang.</u> <u>known</u> <u>n</u>	<u>Lang.</u>	<u>Abroad</u> <u>(3+</u> <u>months)</u>	<u>Lang.</u> <u>spoken</u> <u>with</u> <u>family</u>	<u>Lang. of</u> <u>interview</u>
F1	M	24	M.A.	Y	Sw-Alg	Fr	N	4	Fr, Ita, Eng, Ger	Y	Fr	Fr
F2	M	25	M.A.	N	Sw	Fr	Y	4	Fr, SG, Ger, Eng	N	Fr, SG	Fr
F3	F	22	M.A.	N	Sw	Fr	N	3	Fr, Ger, Eng	Y	Fr	Fr
F4	F	22	B.A.	Y	Sw	SG	N	6	SG, Ger, Fr, Eng, Ita, Span	Y	SG	Fr
F5	F	22	M.A.	Y	Sw	SG	N	5	SG, Ger, Fr, Eng, Span	Y	SG, Ger	Fr
F6	F	25	B.A.	N	Sw	SG	Y	5	SG, Ger, Fr, Ita, Eng	N	SG	Fr
F7	M	28	M.A.	N	Sw	SG	N	4	SG, Ger, Fr, Eng	N	SG, Ger	Eng
F8	M	23	M.A.	Y	Sw	Fr	N	3	Fr, Ger, Eng	N	Fr	Fr

Table 3

Fribourg Interviewees

<u>Number of participants</u>	8
<u>Gender</u>	Male: 4 Female: 4
<u>Age range</u>	22-28 Average: 24
<u>Place of Origin</u>	Fribourg: (10+ years): 4 Outside Fribourg: 4
<u>Level of studies</u>	Bachelor's: 2 Master's: 6
<u>Known languages</u>	Fr, Ger, SG, Eng, Ita, Span, Japanese, Latin
<u>Lived/studied abroad (min. 3 months)</u>	Yes: 5 No: 3

Table 4

Fribourg Interviews: Known Living Languages

	<u>Participants</u>	<u>%</u>
Native language French only	3	37.5%
Native language German only	3	37.5%
Bilingual (French and German)	2	25%
Knowledge of only one language	0	0%
Knowledge of two languages	0	0%
Knowledge of three languages	2	25%
Knowledge of four or more languages	6	75%
Number of participants	8	

Barcelona participants. Unlike Fribourg, due to time and financial constraints, the eight telephone interviews were conducted from within the United States with the participants living in Barcelona. To maintain anonymity, the participants were coded with an ‘B’ for ‘Barcelona’ and a number (1-8) in the order in which they were interviewed. All interviews were conducted in English except for two, which were conducted in Castilian Spanish and French, as one participant, a native Brazilian, spoke French fluently and expressed a desire to speak in this language with the author. Table 5 shows a breakdown of the Barcelona participants by gender, age, level of studies, whether they had spent ten or more years in Barcelona, nationality, native language, whether or not they were bilingual, number of languages known, languages known, whether or not they had spent significant time abroad, language or languages spoken with their family, and the language in which the interview was conducted with the author. Among the eight participants, four had been raised in Barcelona or had lived in the city for a period of more than ten years, and four had spent most of their life outside the city. One student, for example, although a citizen of Spain, had been born in Brazil. Among the four who grew up in Barcelona, 50% were male, 50% were female, and all were bilingual Catalan and Castilian Spanish-speakers, although the degree to which they used either language varied. Among the four who had lived most of their lives outside of Barcelona, 50% were male, 50% were female, and most were native Castilian Spanish-speakers, although one was a native Portuguese-speaker. Of these last four participants, two were also proficient in Catalan, and one was bilingual in Castilian Spanish and Galician. Among interviewees who had grown up in Barcelona, although all identified themselves as bilingual, two identified themselves as Catalan, one as both Spanish and Catalan, and one as Spanish. Among the participants who had grown up outside of Barcelona, the first identified herself as both Spanish and Galician, the second as Spanish and Portuguese, the third as Spanish and Malagan, and the fourth as Spanish. Five of eight students were in a master’s

program, three were in a bachelor's program, and seven of eight had lived or studied abroad for more than three months. In addition, all eight participants spoke at least two languages at a self-professed A2 or B1 level (see Tables 6-7).

Table 5

Barcelona, Spain Interview Participants

<u>Participant</u>	<u>Sex</u>	<u>Age</u>	<u>Edu.</u>	<u>10+ yrs. in Barcelona</u>	<u>Nationality</u>	<u>Nat. lang.</u>	<u>Biling.</u>	<u># of lang. known</u>	<u>Lang.</u>	<u>Abroad (3+ months)</u>	<u>Lang. spoken with family</u>	<u>Lang. of interview</u>
B1	M	24	M.A.	Y	Span	Cat, Span	Y	4	Cat, Span, Eng, Ger	Y	Cat	Eng
B2	F	21	B.A.	Y	Span	Cat, Span	Y	5	Cat, Span, Eng, Fr, Ita	Y	Cat, Span	Eng
B3	F	22	B.A.	Y	Span	Cat, Span	Y	5	Cat, Span, Eng, Fr, Ita	Y	Span, Cat	Eng
B4	M	27	M.A.	Y	Span	Cat, Span	Y	3	Cat, Span, Eng	N	Span	Span
B5	F	22	M.A.	N	Span	Span, Gal	Y (S/Ga)	6	Span, Gal, Eng, Fr, Ita, Ger	Y	Span, Ga	Eng
B6	F	24	B.A.	N	Span	Span	N	4	Span, Eng, Fr, Ita	Y	Span	Eng
B7	M	21	B.A.	N	Span	Span	N	2	Span, Eng	Y	Span	Eng
B8	M	24	B.A.	N	Bra-Span	Port	N	6	Port, Span, Eng, Fr, Cat, Ita	Y	Port, Cat, Span, Ita	Fr

Table 6

Barcelona Interviewees

<u>Number of participants</u>	8
<u>Gender</u>	Male: 4 Female: 4
<u>Age range</u>	21-27 Average: 23
<u>Place of Origin</u>	Barcelona: (10+ years): 4 Outside Barcelona: 4
<u>Level of studies</u>	Bachelor's: 3 Master's: 5
<u>Known languages</u>	Catalan, Castilian Spanish, English, French, Italian, German, Portuguese
<u>Lived/studied abroad (min. 3 months)</u>	Yes: 7 No: 1

Table 7		
<i>Barcelona Interviews: Known Living Languages</i>		
	<u>Participants</u>	<u>%</u>
Native language Castilian Spanish only	2	25%
Native language other than Castilian Spanish or Catalan only (Portuguese)	1	12.5%
Bilingual (Castilian Spanish/Catalan)	4	50%
Bilingual (Castilian Spanish + language other than Catalan)	1	12.5%
Knowledge of only one language	0	0%
Knowledge of two languages	1	12.5%
Knowledge of three languages	1	12.5%
Knowledge of four or more languages	6	75%
Number of participants	8	

Oxford participants. Like Fribourg, for Oxford, eight face-to-face interviews were conducted at the University of Mississippi's campus involving four students who had lived in Mississippi for over ten years and four students who had grown up in other areas of the United States or the world. To maintain anonymity, the participants were identified with an 'O' for 'Oxford' and with a number (1-8) in the order in which they were interviewed. All interviews were conducted in English. Table 8 shows a breakdown of the Oxford participants by gender, age, level of studies, whether they had spent ten or more years in the United States, nationality, native language, whether or not they were bilingual, number of languages known, languages known, whether or not they had spent significant time abroad, language or languages spoken with their family, and the language in which the interview was conducted with the author. Among the four participants who had been raised in Mississippi, 50% were male, 50% were female, one was studying Spanish as a foreign language, one was studying Spanish as a native language, and two were not pursuing a language degree. One of these four participants, although she had been living in Mississippi for a significant period, was born in Mexico. Among the four participants who had grown up outside of Mississippi or had been born outside of the country, 50% were male, 50% were female, 50% were studying Spanish as a foreign language, and 50% were not pursuing a degree in a language. One of these four students was born in Thailand and had been living in Oxford for less than ten years. Of the eight total students, four were in a master's program, and four were in a bachelor's program.

Four of seven had lived or studied abroad for at least three months, and only two were not native English-speakers, although these participants both spoke English at an advanced level (see Table 9). In addition, all participants spoke at least two languages at a self-professed minimum A2 or B1 level (see Table 10). A summary of the participants from all three cities can be seen in Table 11.

Table 8												
<i>Oxford, Mississippi Interview Participants</i>												
<u>Participant</u>	<u>Sex</u>	<u>Age</u>	<u>Edu.</u>	<u>10+ yrs. in U.S.</u>	<u>Nationality</u>	<u>Nat. lang.</u>	<u>Biling.</u>	<u># of lang. known</u>	<u>Lang.</u>	<u>Abroad (3+ months)</u>	<u>Lang. spoken with family</u>	<u>Lang. of interview</u>
O1	M	23	M.A.	N	Am	Eng	N	2	Eng, Span	Y	E	Eng
O2	M	22	B.A.	Y	Am	Eng	N	2	Eng, Fr	N	E	Eng
O3	F	23	M.A.	N	Am	Eng	N	3	Eng, Span, Kor	Y	E	Eng
O4	M	26	B.A.	Y	Am	Eng	N	2	Eng, Span	Y	E	Eng
O5	F	23	M.A.	Y	Mx-Am	Span	Y (Span/ Eng)	2	Span, Eng	Y	S, E	Eng
O6	F	23	M.A.	Y	Am	Eng	N	2	Eng, Span	N	E	Eng
O7	M	19	B.A.	N	Am	Eng	N	2	Eng, Span	N	E	Eng
O8	F	23	B.A.	N	Th-Am	Th	Y (Th/ Eng)	2	Th, Eng	Y	T, E	Eng

Table 9	
<i>Oxford Interviewees</i>	
<u>Number of participants</u>	8
<u>Gender</u>	Male: 4 Female: 4
<u>Age range</u>	19-26 Average: 23
<u>Place of Origin</u>	Mississippi: (10+ years): 4 Outside Mississippi: 4
<u>Level of studies</u>	Bachelor's: 4 Master's: 4
<u>Known languages</u>	English, Spanish, French, Korean, Thai
<u>Lived/studied abroad (min. 3 months)</u>	Yes: 5 No: 3

Table 10

Oxford Interviews: Known Living Languages

	<u>Participants</u>	<u>%</u>
Native language English only	6	75%
Native language other than English only (Spanish and Thai)	2	25%
Monolingual	3	37.5%
Late bilingual with English as native language	3	37.5%
Bilingual (native language other than English) (Spanish, Thai)	2	25%
Knowledge of only one language	0	0%
Knowledge of two languages	7	87.5%
Knowledge of three languages	1	12.5%
Knowledge of four or more languages	0	0%
Number of participants	8	

Table 11

Interview Participants

	<u>#</u> <u>participants</u>	<u>M</u>	<u>F</u>	<u>Ave.</u> <u>age</u>	<u>From</u> <u>region/</u> <u>state</u>	<u>Outside</u> <u>region/state</u>	<u>B.A.</u>	<u>M.A.</u>	<u>Ave. #</u> <u>lang.</u> <u>known</u>	<u>Biling.</u>	<u>Lived</u> <u>abroad</u>
Fribourg	8	4	4	24	4	4	2	6	4+	3	5
Barcelona	8	4	4	23	4	4	3	5	4+	5	7
Oxford	8	4	4	23	4	4	4	4	2	2	5

CHAPTER IV

RESULTS

Fribourg

Fribourg interview responses. As formerly stated, eight interviews were conducted with students from the University of Fribourg, and after the interviews were transcribed and translated, if necessary, into English by the author, the following themes emerged: firstly, in Switzerland, which languages are taught at what time during students' academic careers depends largely on each individual canton. Usually, Swiss students are first taught a second national language in primary or middle school, and when they reach their teenage years, English is introduced into the curriculum. When asked about their experiences with foreign language classes in Switzerland, many responses were positive, although concerns did arise. For example, F4 points out that in primary school, her professors were responsible for language instruction in addition to other core subjects, meaning teachers were not specialized in the languages in which they taught. F5 echoes this concern: "Where I find that it's still lacking," she says, "it's the teaching." Participant F6 agrees, "What is really too bad...we nevertheless live in a country where we have four official languages, three languages that are more or less present, and two languages that are extremely present. And to tell me that they're not able to find professors who have a *good* level in these languages, it's really sad." Other students regard language instruction slightly more positively: "I think they are pretty good..." says F7. "Yeah, it's just...sometimes the classes are with like 20 peoples, so it's not as intense as it could be if you...work with a private teacher, of course." F8 echoes this: "In general, I found all of my languages teachers pretty...pretty good."

F3 mentions yet another problem with language teaching in Switzerland: students are expected to write extensively, but they are not given sufficient opportunities to speak the language they are learning. “We *spoke* little in school,” she says. “We wrote a lot, we read a lot, we studied texts...we studied the culture, but...we spoke relatively little.” F1 shares this idea, complaining that language teaching lacked the “practical” and the “concrete aspect of the language.” Another concern about language instruction was Swiss students’ relationship to German as a foreign language. Several students—like F2, a bilingual speaker from Valais, another bilingual canton in Switzerland—agree that German was “*much* less carried out” than English, perhaps because it is a “*less* sexy language than English.” In addition, F3, a Francophone, describes how German is viewed compared to English: “German...it’s still always perceived as a difficult...language...not practical, and then it’s still more difficult to learn also than...English.” An additional concern was that once German was no longer required for Francophones—which occurs at the termination of secondary school—non-native German-speakers no longer feel obligated to continue learning or using it. F1, a Francophone, mentions that “since it’s no longer mandatory, bah, rightly, I...don’t learn this language anymore.” It was also pointed out that even with their Germanophone friends, the other French-speakers prefer to speak in French rather than in German. As Table 12 shows, the Francophone participants were less proficient in German and Swiss-German than the Germanophones were in French. For example, three of four Germanophones were advanced in French, while only one Francophone was advanced in German and Swiss-German. Francophones also knew fewer languages, on average, than Germanophones. Moreover, Table 13 shows that Francophones were also slightly less likely to claim German as their second language than Germanophones were to claim French as their second language.

Table 12			
<i>Language Proficiency: Francophones and Germanophones</i>			
	<u>Francophones</u>	<u>Germanophones</u>	<u>Total</u>
Bilingual	1 of 4	1 of 4	2 of 8
Ave. languages known	3.5	5	4.25
B2 + proficiency in French	4 of 4	3 of 4	7 of 8
B2 + proficiency in Swiss-German	1 of 4	4 of 4	5 of 8
B2 + proficiency in German	2 of 4	4 of 4	6 of 8
Advanced proficiency in French	4 of 4	3 of 4	7 of 8
Advanced proficiency in Swiss-German	1 of 4	4 of 4	5 of 8
Advanced proficiency in German	1 of 4	4 of 4	5 of 8

Table 13			
<i>Second Language: Francophones and Germanophones</i>			
	<u>Francophones</u>	<u>Germanophones</u>	<u>Total</u>
Mother tongue French	4 of 4	-	4 of 8
Mother tongue German	-	4 of 4	4 of 8
Second language French	-	3 of 4	3 of 8
Second language German/Swiss-German	2 of 4	-	2 of 8
Second language Italian	1 of 4	0 of 4	1 of 8
Second language English	1 of 4	1 of 4	2 of 8

On an added note, for the face-to-face interviews, three of four Germanophones chose to respond to the questions in French, while only one chose to respond in English. If Francophones had been allowed the choice between answering in either German or English, as the author does not speak German, only one of the Francophone students would have comfortably been able to conduct the interview in German.

From these observations arises the following question: Why is German perceived as being a difficult language by Francophones? One possible response derives from the reality that English—and not German—is often the preferred foreign language for Francophones. As Table 13 shows, one of four Francophone students labeled English rather than another Swiss language as their second language. F8, a native French-speaker, explains that German “is not a language that...attracts me more than this. Well, I prefer, honestly, English, for example. I have the impression that it’s...more useful.” He goes on to say that he is more knowledgeable in English than he is in German because “I practice it more often, I hear it more often, and I read it more often.” F1, another native French-speaker, also prefers English to German,

although he admits that “...the only language that I really master is French.” Comparatively, when a native German-speaker was asked about his ability in different languages, F7 believes his level in English is also better than his level in French, revealing that English may be replacing other Swiss national languages as students’ preferred second language.

A second possibility for Francophones’ lack of enthusiasm for the German language may be due to the status that the Swiss-German language maintains in the country. In Switzerland, although most native German-speakers learn a dialect of Swiss-German in their homes, it is ‘standard German’—or the German of Germany—that is taught in schools. And differences between ‘standard German’ and ‘Swiss-German’ are greater than one might realize. F3, a Francophone who speaks some German, says that at times, it is sometimes difficult for her to speak with Swiss-Germans because many prefer their own German dialects to speaking ‘good German’. “So, we still perceive them,” she explains, “as speaking their own language.” This distinction between the two dialects is observed in many of the Germanophone students’ responses, first and foremost with a voiced distinction between ‘Swiss-German’ and ‘good German’. “I speak Swiss-German,” says F2, a bilingual speaker from Valais. “The ‘good German’, I understand it, but I...don’t speak it all that well.” F5 agrees, “My native language is German, Swiss-German. But my father comes from German, so also the ‘good German’.” Like her, F6, a bilingual speaker, clarifies, “I speak High-Valasian, so the...dialect that they speak in Valais...is a bit different than the other Swiss-German dialects... But...the ‘good German’, I speak that also...” F3, a French-speaker, says, “The German...that we learn in school it’s really ‘standard German’...and Swiss-German, we don’t learn it except in the section at the University of Fribourg where...they offer some...classes to understand, in fact, Swiss-Germans. Because in the end...in Switzerland, all Francophones learn the ‘*true* German’.” And F4, a German-speaker from Fribourg, says, “Swiss-German, we speak it at home. This is not...something that we use in school...but my

professors really say that...we do school in ‘*Germany* German’.” She goes on to point out, “In university, we speak ‘standard German’. But after, in your private life, with family, with...friends. You speak...Swiss-German.” This distinction between ‘standard German’ and Swiss-German dialects could help explain why Francophone students are reluctant to learn or continue German after it is no longer required in schools. After all, ‘standard German’ does not have as great a presence in the homes of Swiss-Germans as Swiss-German dialects.

For native German-speakers, on the other hand, learning French was likewise no easy task. “French, it was...a bit *difficult* to learn,” says F4, a German-speaker from Fribourg. F6, a bilingual from Valais, believes that French language courses in Switzerland need some serious modification: “I had some ‘courses’ of French, in quotations, in school,” she says. “It was a catastrophe...you are in primary school and *your* level is superior to the professor’s, who doesn’t know how to pronounce half of the words and who makes mistakes the *whole* time.” Another Swiss-German student, F5, considers French language teaching to be relatively good, although she adds, “But from the moment we go...to another city—monolingual—that only speaks German or only French, it’s pretty bad, in general. The teaching of foreign languages is pretty bad... So... English is pretty good in general. But French and German...it is still pretty bad, I would say.”

Nonetheless, besides highlighting the negatives of foreign language teaching, students also offer suggestions for improvement. F4 and F5, both Swiss-Germans, agree that there should be more opportunities for exchanges, F4 believes there should be more dialogues in the classroom, and F8, a Francophone, thinks that although foreign language learning begins relatively early in Switzerland (around age eight), it should begin even earlier. Finally, F2, a bilingual, believes that it is necessary to change the somewhat negative image that people have of German “because if...you don’t know the language,” the Germanophone F5 sums up, “you don’t have access to the culture.”

Another question that was posed to the students during the interviews involved linguistic stereotypes, which, although often exaggerated, can provide insights about a given language environment. One common stereotype that arose from the discussions with interviewees was the belief that in general, German-speakers are more willing and more able to speak foreign languages than Francophones, who are often criticized for having a poor level in both German and English. Francophone F1, for example, says that for Swiss-Germans who have learned French in Fribourg, “those who have German as their native language, they master French well. They master French much better than Francophones...master German.” Later, he claims that “the Swiss-Germans make a greater effort to speak French,” and “the Swiss-Germans have a greater interest toward French than the Swiss-French have...for...German.” F2, a bilingual, agrees, “The majority of Swiss-Germans master French better than the Swiss-French they master German.” F5, another French-speaking participant, says,

The Germanophones, I have the impression...that they also speak French very well. But also, a good number of Francophones nevertheless get by in German, but it's still pretty rare. I have the impression in Switzerland, in general, that Germanophones...I don't know if they learn another language more easily or it's simply because they're more interested. I don't really know *why* it's the case, but I clearly have the impression that Germanophones are *better* at other languages than Francophones.

With regards to efforts Swiss-Germans exert toward learning other languages, F8, a French-speaker, concurs with F1: “I find that the Germanophones make...*more* effort.”

From these observations, Francophone and Germanophone participants seem to share the idea that French-speakers, even those who have grown up in bilingual Fribourg, tend to speak German poorly or not at all. “There are many who are in the same boat as me,” says Francophone F1, “as they were born in Fribourg, they have spent their entire life in Fribourg...German...they don't master it. They are incapable of maintaining a conversation...in German.” F5, a Germanophone, says, “Francophones... They don't speak German very well, in general.” Even concerning the English language, Francophones seem to

fall short when compared to Germanophones. “English is a language that a great number of the Swiss-French cannot speak,” says F6, a German-speaker, “and if they speak it, we don’t understand them.” “I would say that English is...fairly important for Swiss-Germans...” continues F5. “And for Francophones, for the most part, I think that English is less important... They also speak much less well...English. So, I think that...they have *less* this relationship...to English than Swiss-Germans.”

This willingness to embrace the ‘Other’ culture and language is also evident in how Francophones and Germanophones adjust to their quotidian, linguistic surroundings. German-speakers, according to participants, often appear more willing to learn and speak the language of the ‘Other’, while French-speakers seem less likely to do so. A few interviewees had ideas as to why this is: “I don’t know if that comes...from a...greater openness...from a greater generosity concerning the ‘Other’,” says F1, a French-speaker. “In any case, this tendency, it exists pretty clearly anyway, I find. So...in sum, perhaps the Swiss-Germans have a greater interest toward French than the Swiss-French have...for...German.” And after listening to the German-speakers’ responses, this seems to ring true. “Me, I adapt myself to all languages,” says F5, a Germanophone student. “I even adapt my Swiss-German accent when they don’t understand...” F7, another German-speaker, agrees that in Fribourg, “I would say I *try* the other language a lot...just to improve my languages.” F4, a Swiss-German, concedes, “It’s often...me that changes...to French than them to German.” In contrast, F8, a Francophone interviewee, admits, “I have...the tendency to...remain...*very* Francophone. Well...I think that I...*don’t* make enough of an effort to...*go* toward this bilingualism and *better* insert myself in...this bilingualism.” And later, he concedes, “I frequent Francophones, I...*ignore* a bit the...Germanophone.” As shown in Table 14, Germanophones were more likely to employ French while in Fribourg—or both German and French—than Francophones, who were most likely to use French in the city.

Table 14			
<i>Language Most Used in Fribourg by Interviewees</i>			
	<u>Francophones</u>	<u>Germanophones</u>	<u>Total</u>
French	4 of 4	1 of 4	5 of 8
German	0 of 4	1 of 4	1 of 8
French and German	0 of 4	2 of 4	2 of 8

It is also perhaps the linguistic separation, the Röstigraben—the unspoken line that divides the Swiss-French from the Swiss-Germans—that causes reluctance on both sides to interact with the ‘Other’. For instance, when asked about the relationship between the two linguistic groups in Fribourg, Francophone F8 admits, “The people intermingle very rarely.” During his secondary school years, when he attended a bilingual high school, he remarked that students intermingled only when they were “*obligated* to intermingle.” He explains, “*Instinctively*, if we find ourselves in a place where there are some...Swiss-French and some Swiss-Germans...the Swiss-French will group together, the Swiss-Germans also. And...I think that it’s pretty *rare*, the people who...*will* create the contact, who will try...to put some force into it.” These observations appear to coincide with results from the online questionnaire, as will be discussed later, which show that 69% of Francophones agree that there is not much interaction between Swiss-French and Swiss-Germans, compared to only 22% of Germanophones (see Table 66). Going further, when F6, a Valaisan bilingual, discusses the entire canton of Fribourg, she mentions the following: “In Fribourg, it’s extremely interesting because we can find a Francophone...town...and *just* next to it, a Germanophone town, and they...are not *bilingual*. They really speak... On one side, they speak French, the other side, they speak German. And they don’t necessarily interact.”

Yet regardless of the perceived separation between the two linguistic groups, compared to the rest of Switzerland, Fribourgeois appear to be fairly accepting of different language groups. “I think that...it works particularly better in bilingual places,” says bilingual F6. “Because...people are expecting the presence of the other. And...perhaps people make a

bit more effort also and...they perhaps are more accustomed to the ‘Other’ culture, so this...bothers them less.” F5, a German-speaker, agrees, although she sees both the positive and negative aspects: “I would say that in Fribourg, there is less tension because...we know each other, you see... But...there is still many people who say, ‘Ah, I don’t like Swiss-Germans,’ well, ‘Ah, I don’t like the...Swiss-French.’ But often, it’s the people...that don’t know the ‘Other’ language, and so...that blocks...they don’t like each other. You don’t like what you don’t know.”

The Germanophone participants also shared this idea of an ‘adaptation’ that needs to occur when living in a city that is majority Francophone. “In the beginning,” says F5, a native German-speaker, “it was difficult because there is a language barrier, you see, you...don’t feel at all like *them*. And...little by little, I adopted this culture...” She continues, “There is a thing where I feel very Swiss-German, but you are in a Francophone context, that does not play at all. And so, there are a lot of adaptations, there are a lot of questionings, yes. It’s not easy at times.” In contrast, for the two individuals who identified themselves as bilingual, the divide between Swiss-French and Swiss-German was less apparent. “It’s not really a problem, to change,” says F2, a bilingual speaker from Valais. “I really like *switching* between the...two languages.” He continues, “For certain things, I prefer French, for others, I prefer German... I find that there are words that work much better in German and some words that work better in French.” F6, another bilingual speaker from Valais, says she adapts her language according to her environment. “In general, I look a bit by region,” she remarks. “If it’s a more Germanophone region, I speak German; if it’s a Francophone region, I speak French.” However, in the city of Fribourg, she acknowledges, “I think in general, I began conversations in French...in Fribourg, in any case.”

When students were asked their opinions on bilingualism in their community, all seemed to agree that despite being an officially bilingual city, Fribourg is bilingual in name

only. “Officially...” says F1, a Francophone and native Fribourgeois, “...they say that it’s a bilingual...canton. But...often...people speak one language more than another... Perhaps it’s on its way to development,” he goes on, “on its way to taking shape, but for the moment...it’s not real,” and he remarks that not every child grows up learning “the two languages in an equal...manner.” He adds, “The majority of people in Fribourg speak...French, in any case, in town. It’s rare to meet someone that only speaks German.” F2, a bilingual and non-native of Fribourg, agrees, “People nevertheless speak French a bit more. It’s nevertheless a place that’s with a Francophone majority.” F3, a Francophone and non-native Fribourgeois, echoes this: “I have the impression that there are still...that it’s a city...Francophone first. I know that it is bilingual, but...I’m pretty rarely confronted with German in Fribourg...” F4, a native of Fribourg, says, “Fribourg, it’s mostly French.” A German-speaker, she observes, “French is dominant. I don’t know. It was also in high school. It was 30% Germans, and then the rest were...French. And then...I don’t know. I’ve also *learned* this a bit when I was little. When you go to Fribourg, you speak *French* because otherwise, no one will understand you.”

Similarly, F5, a Swiss-German and Fribourg native, describes Fribourg as “majority Francophone...with some Swiss-Germans who speak French.” She amends, “Yes, it’s a Francophone majority. But...there are still a good amount...of *willingness* to...exchange, to...have a real bilingualism, but...Fribourg, it’s falsely bilingual.” And later, “Fribourgeois aren’t bilingual,” she states. “They are possibly sensitive toward the other language, and...they understand perhaps *better*, and then, they perhaps speak better than other Swiss people, but they aren’t bilingual.” F6, a bilingual and non-native of Fribourg, likewise describes the city as “mostly Francophone.” She says, “There are some Germanophones, but I’ve noticed that the majority of Germanophones also speak French very well, which is not necessarily the case for the reverse... No, I want to say that Fribourg counts as *bilingual*. I think that it’s not *exactly* the case because not everyone speaks the two languages.” Table 15

shows that while half of the non-Fribourgeois participants had German or Swiss-German as their second language, none of the Fribourg participants had German as their second language, supporting interviewees' belief that the city is French-German bilingual in name only and not in reality. In addition, Table 16 shows that while two of four students from outside of Fribourg were bilingual, no Fribourgeois were bilingual in both French and German. Additionally, Fribourgeois were slightly less proficient in Swiss-German and German than non-Fribourgeois.

Table 15			
<i>Second Language: Fribourgeois and Non-Fribourgeois</i>			
	<u>Fribourgeois</u>	<u>Non-Fribourgeois</u>	<u>Total</u>
Mother tongue French	2 of 4	2 of 4	4 of 8
Mother tongue German	2 of 4	2 of 4	4 of 8
Second language French	2 of 4	1 of 4	3 of 8
Second language German/Swiss-German	0 of 4	2 of 4	2 of 8
Second language Italian	1 of 4	0 of 4	1 of 8
Second language English	1 of 4	1 of 4	2 of 8

Table 16			
<i>Language Proficiency: Fribourgeois and Non-Fribourgeois</i>			
	<u>Fribourgeois</u>	<u>Non-Fribourgeois</u>	<u>Total</u>
Bilingual	0 of 4	2 of 4	2 of 8
Ave. languages known	4.5	4	4.25
Intermediate proficiency in French only	0 of 4	0 of 4	0 of 8
Advanced proficiency in French	4 of 4	3 of 4	7 of 8
Intermediate proficiency in Swiss-German only	0 of 4	0 of 4	0 of 8
Advanced proficiency in Swiss-German	2 of 4	3 of 4	5 of 8
Intermediate proficiency in German only	0 of 4	1 of 4	1 of 8
Advanced proficiency in German	2 of 4	3 of 4	5 of 8

F7, a native German-speaker who hails from a different region of Switzerland, notices, “In the city, we could also say it’s ‘bilingual’...but I suppose there are *more* Francophone people here in the city than...*German* people.” F8’s opinion does not differ. A Francophone and Fribourg native, he observes, “Fribourg, well, it’s a bilingual city...” he says. “But it is, even then, a *vastly* majority...Francophone... It’s...the Francophones that clearly dominate.”

These findings also coincide with the statistic from ‘L’Etat de Fribourg’, or the chancellery of

Fribourg, which says that as per the 2000 census, the city is 63% Francophone and 29% Germanophone ('Etat de Fribourg,' 2017).

Nevertheless, most participants were positive about the bilingualism in their city. For example, F3, a non-Fribourg Francophone, points out, "In urban life, in the...trains, everything is bilingual...in the public services...everything is really bilingual and...there are some efforts with this." When posed this same question, F4, a Germanophone and Fribourg native, answers, "There are some other institutions like...the university...where I find that they do really well with bilingualism." Likewise, F7, a non-Fribourg Germanophone, shares this positive view of the student population. "The students," he says, "well...I don't know numbers, but I think there are...at least...*half* of them speaking...German as a modern language." He goes on, "There are a lot of people here to...*enjoy*...speaking multiple languages, and...yeah. I think it's working very good [sic]. They try to...make a *good* thing out of it...*multi-culture* thing out of it." F8, a native of Fribourg and French-speaker, also believes that "All Swiss-Germans *speak* a bit of French, all the...Francophones *speak* a bit of German because we all learned that in school, so...it still works pretty well." Optimistically, F5, a German-speaker and native of the city, judges that in Fribourg, "Everyone speaks them both, often even. Many of my friends are bilingual." Bilingualism is "really something very important for me," she affirms. "It's a bit what makes me up. It's what I study, it's what I am." She adds, "For a long time, I didn't realize it, in fact, that it's really good. But...in fact, it's really...an enormous opportunity. And it's very, very important for me." F4, a Germanophone and native of Fribourg, agrees, "I really like that there is...this multiculturalism a bit...in Fribourg. Me, I think that...everyone can benefit from this. Not only between French and then German, but...from all cultures and then all languages."

Regardless of bilingualism's success, all participants agree that there is room for improvement. "It's always a bit 'the slogan' of Fribourg, yes, 'bilingual city'... 'bilingual

university’,” says F4, a German-speaker, “but it’s *not* always respected.” “In *theory*, it’s good,” agrees F5, also a Germanophone from the city, “but in practice it...doesn’t work.” F4 highlights this dilemma by labeling the bilingualism in Fribourg as “personal” rather than “structural” since people who do not have the desire to learn the ‘Other’s’ language will not learn it, as the city “cannot *force* people to speak the two languages.” F2, a bilingual, believes that bilingualism needs to be put “more in the forefront.” Similarly, F3, a native French-speaker from Valais, says, “It needs to be better exploited.” “I think they could do more,” echoes F6, another bilingual from Valais. “They could really encourage people to...participate more in these bilingual classes because we have them *in* Fribourg.” F8, a Francophone and Fribourg native, also agrees, “I think that...it *does* exist, but it could, really, be *put* a bit more...in the forefront.” F3, a non-native Fribourgeois, echoes the necessity—not only for the people of Fribourg but also for all of Switzerland—to make an effort to understand the language of the ‘Other’: “Since we have multiple languages,” she says, “we have to understand each other...” “Languages,” she adds, “they also drive cultures and... And I think that it’s important that...we understand each other not only because...we *all* are able to speak one same language that is foreign to us all, but because...we understand the ‘Other’ as they express themselves.”

An additional reason for the reluctance to embrace the culture of the ‘Other’ could derive from the tendency of many Swiss people to identify more with their region rather than their country. “There is perhaps...much more this feeling of ‘regional belonging’,” remarks F2, a bilingual of Valais. Furthermore, although F3, a native Valaisan, identifies herself as primarily Swiss, she admits that “the majority of Valaisans identify themselves as Valaisan first.” F6, also a bilingual speaker from Valais, jokes, “Everyone identities me directly as Valaisan from the moment I open my mouth because I have a different accent.” And although most participants identified themselves as Swiss, they could not deny the presence of a

strong, regional pull. “There is a particularity that seeks to affirm itself,” says bilingual F2, “and where we look to say, ‘There it is, I’m Fribourgeois, Genevois, Bien, Bernois, Zougois’ before saying, ‘I am Swiss’.” F4, a German-speaker from Fribourg who also identifies herself as primarily Swiss, adds, “And then after...I identify myself more as Swiss-*German*. At least when I’m in Fribourg. But when I am in *other* parts of Switzerland, I think that I identify myself more as...*Fribourgeois*.” She goes on, “For me, it’s rather things of...*canton*...than...Swiss-French.” On the other hand, F5, another Germanophone from the city, disagrees, “I really have two cultures,” she says. “I have the Swiss-French culture, I have the Swiss-German culture.” Yet even more distinct was F8’s response—a Francophone and Fribourg native—which was surprisingly indecisive: “I’m not *for*...clear boundaries,” he says. “I’m not for identities.” It is interesting to note that when asked about how they would identify themselves, students from outside of Fribourg were more likely to claim a regional affiliation than the Fribourgeois, who were more likely to express some confusion about their identities. As Table 17 shows, two of four Fribourgeois participants were unable to clearly define their identity, and the other two claimed either Swiss or both Swiss-German and Swiss identities. On the other hand, two of four students from outside Fribourg felt a regional pull, while the other two felt either Swiss or both Swiss-German and Swiss.

Table 17			
<i>Identity: Fribourgeois and Non-Fribourgeois</i>			
	<u>Fribourgeois</u>	<u>Non-Fribourgeois</u>	<u>Total</u>
Unclear	2 of 4	0 of 4	2 of 8
Regional affiliation	0 of 4	1 of 4	1 of 8
Swiss-German	0 of 4	0 of 4	0 of 8
Swiss	1 of 4	1 of 4	2 of 8
Swiss-German and Swiss	1 of 4	1 of 4	2 of 8
Regional, Swiss-German, and Swiss	0 of 4	1 of 4	1 of 8

This confusion and multiplicity of cultures: Germanophone vs. Francophone, region vs. region, city vs. city, stems from Switzerland’s incredibly diverse linguistic environment. Home to three official languages and four national ones, it is one of the most diverse

countries in the world. “The cultural landscape...” says F1, a Francophone from Fribourg, “...it’s a bit unclear. We struggle with... really claiming ourselves... with a language...with a single country, et cetera.” However, despite this supposed lack of a clear, national identity, participants were largely positive about their country’s diverse landscape. “There is a certain national unity,” says F3, a French-speaking, non-native of Fribourg, “so we don’t have... We’re still not *that* different.” “Switzerland *permits* all of its regional identities to exist, to coexist,” bilingual F2 proudly affirms. “Language,” he says, “...it’s really a part of our history, of our identity.” F3 mirrors this positivity: “From an *early* age also, to have two languages or to understand two languages, because it’s not only languages, it’s also cultures. And...to have this richness from the beginning, I...think that it’s really fantastic. So, we have so much opportunity in Switzerland to have four languages.” F6, another bilingual, agrees, “I find that really to have different dialects, it’s something that is important, that is very beautiful. It makes the richness of our country.” “The more people speak other languages,” F7, a German-speaking, non-native of Fribourg, says, “the more they know something about another culture. It makes people open and...it’s always good to have other languages in the background wherever you are in the world.”

On an added note, toward the beginning of the project, an interesting topic arose during the conversation with the first participant, and in consequence, a sixteenth and final question was added for the following seven interviews: ‘Do you think that English could become a national or official language of Switzerland?’ Surprisingly, responses to this question were highly varied; yet regardless of the answers, the students agreed that English’s role in Switzerland is extremely important, and over the past decade, English seems to have asserted itself as “the language that is used internationally to communicate with everyone,” as F3 describes. “English is incredibly *present* everywhere,” agrees F4, “...even if we are not in school, we...always learn a bit.” Later, she says, “At the Swiss national level, I think that

it's...*very* important...especially in the...big cities...that do a bit of international exchange, I don't know, for example, in Geneva, or even...in Zurich." Similarly, F7, a Germanophone, remarks that "English [sic] getting *more* important...I think...more and *more* important for the future." He adds, "I don't know if it's *already* a *lingua franca*, but it *will* be, I think." F8 concurs, "I have the impression that in *Switzerland*, English...is very *present*... It's the language...that *everyone* knows how to speak... It is a language that is *very* important in Switzerland...*almost* as important as the...national languages." As Table 18 shows, compared to Germanophone participants, Francophones were more likely to believe that English could become a national or official language of Switzerland, three of four considering it to be a possibility.

Table 18			
<i>Could English become a national or official language of Switzerland?</i>			
	<u>Francophones</u>	<u>Germanophones</u>	<u>Total</u>
Yes	3 of 4	0 of 4	3 of 4
No	1 of 4	4 of 4	5 of 4

Students also remark that despite its benefits, this is one of the problems English presently poses: as the language becomes more prominent in Switzerland, there is a slight danger of it surpassing national, Swiss languages in importance. For instance, participants highlight that when Swiss people with different linguistic backgrounds (e.g. a Swiss-French and a Swiss-German) need to communicate with one another, they will often resort to English in lieu of using French, German, or Italian. French-speaking F1 admits that when he speaks with German-speakers, "If I have a question to ask, I will ask the question in English and not in German." F3, another French-speaker, labels English as the "security," saying, "In general, in Switzerland, when we don't succeed well in understanding one another...we can go through English because...wherever you go in Switzerland, people speak a bit of English." A third Francophone, F8, agrees, "A Swiss-French, a Swiss-German that have to speak

together...if...one speaks German very badly and the other French very badly, they will perhaps choose English to communicate.” Likewise, bilingual F6 remarks,

English is one of the languages that is often used because...people say to themselves, ‘Ah, but...me, I don’t speak French,’ or ‘Me, I don’t speak German,’ and it doesn’t interest them and then English, it’s simpler, so... We find ourselves in a situation where there are...some Swiss-French and some Swiss-Germans who...speak to each other in English. And...it’s a bit sad...because...I find that we could interest ourselves in the ‘Other’ language.

As Table 19 shows, when encountering a person belonging to the ‘Other’ linguistic group, two of four Francophone students preferred to use English with a Swiss-German if they did not know French, and one of four Germanophones preferred to use English when speaking with a Francophone if they did not know German. Naturally, this is assuming that both participants speak English at a proficient level.

Table 19			
<i>Language Used to Communicate with ‘Other’ if Native Language Not an Option</i>			
	<u>Francophones</u>	<u>Germanophones</u>	<u>Total</u>
French	-	3 of 4	3 of 4
German	2 of 4	-	2 of 4
English	2 of 4	1 of 4	3 of 4

Furthermore, owing to English’s growth at the international level, participants were under the impression that it is becoming more common for Swiss people to master English as a second language before another national language. For example, a Swiss-French-speaker may speak more English than they do German. This coincides with previously-referenced Tables 13 and 15, where two of four Francophone participants considered their Italian or English to be stronger than their German. French-speaking F1 remarks, “The majority of the time, people master English better...that’s to say that they have German as their native language, they have French as their native language, they master English better than French or German as a second language.” However, as Table 13 has shown, it seems that three of

four Germanophones speak French and not English as a second language, while only one speaks English as a second language.

Nevertheless, according to interviewees, certain cantons in Switzerland appear to be promoting English before others. “I’m fairly happy, in fact, to have been born in a country with multiple national languages,” says bilingual F2. “Unfortunately, today...this is *slowing* [untranslated word] a bit with English... For example, more and more cantons...want to begin by learning English and then one...of the other national languages.” Likewise, F4, a German-speaker, points out, “Now, there are these discussions...yes, I don’t know, in Zurich, in Thurgau...that they want...to learn *first* English and then French after.” “Certain Germanophone cantons don’t teach French anymore in primary school although it’s a national language,” remarks Francophone F1. “They prefer to teach English *before* French.” Furthermore, even in post-secondary school, many of the courses at the University of Fribourg, especially at the master’s level, are taught in English. “All the courses are in English,” says F2, a bilingual from Valais who is pursuing a master’s degree in mathematics.

Yet regardless of these concerns, Fribourg students agree that despite English’s importance in their country, it is just as important for Swiss people to speak a second national language. “I think that it’s really important when we are in Switzerland...” says French-speaking F3, “to speak as much...German as English...” She elaborates,

Even if certain cantons try to *push back* French or push back German because English *is* the national...language. There is still a lot of people who oppose this...who oppose the idea of prioritizing English with regard to the other national languages... I think that it’s...still important, to keep the...national language. *Above all* to not forget to learn English, but to not believe that English is going to replace... the comprehension... inside a country...which is made by...languages.

F4, a Germanophone, agrees, “I find it good that...we have to learn at least three...languages. But I find...good that the first language...non-native is...a language of...the country.”

English’s complex and evolving presence in Switzerland is perhaps one of the reasons, as Table 24 has shown, why students’ responses to the question ‘Could English

become a national or official language in Fribourg?’ were so varied. Certain students believed that English is already one, others thought that it is possible, and still others that it is impossible. For instance, French-speaking F1 responds, “Me, I think that it’s already one.” Francophone F3, although she does not share this strong belief, admits, “Technically, yes, I think that it’s very possible... But...I don’t think that it’s necessarily *desirable*.” Similarly, Francophone F8 answers, “*Legally* speaking, I don’t know if one day in the Swiss Constitution there will be *English* that will be included with the national languages. Perhaps not.” However, later, he contradicts himself slightly: “It *could* become one...in any case... *officially*, yeah. Except it’s maybe *already* a national language.” Contrarily, Germanophone F4 is of the negative opinion: “I still think most likely not,” she says. “Because people...they don’t speak...*normally*...at home. It would be only if...for example, the...*parents* or...*one* of the parents speak English.” The other four participants also respond firmly in the negative. “No, I don’t think so,” answers Germanophone F7. “I *don’t* think that...it *will* happen because... It’s hard to say *why*. Because...it’s not [sic] *mother* language for people here.” Likewise, bilingual F6 answers, “No, I don’t really think so, at this point.” She continues, “For me, for something to be a *national* language, there really needs to be some...*communities* that are born from this language and who...really *speak* this language as a base language. And I think that...English will nevertheless always remain a...*second* language.” F2, another bilingual, holds the strongest opinion to the contrary: “No. No, definitely not,” he avows. “People have this regional identity that is very strong...the traditions are still very, very present.” He adds later, “If English...came to take a more important place, I sincerely think that this would impoverish Switzerland.”

Fribourg questionnaire responses. With the participation of Fribourg interview respondents as well as the aid of professorial contacts, a total of 95 surveys were started, and 76 surveys were ultimately completed. Of eighty students who chose to answer the

question—as some seem to have started but not finished the survey—28% were male and 73% were female. This large disparity between genders could be explained by the fact that most of the professors who helped distribute the survey were faculty of the University of Fribourg’s ‘Letters and Arts’ program, a métier that is known for being relatively female-dominated. Most of the participants were between the ages of 21-24, about one-third had been born in the canton of Fribourg, 38% had spent three or more months abroad, most spoke three or more languages, and about two-thirds identified their native language as French and about 16% as German (see Table 20). All results have been rounded to the nearest whole number. Moreover, ‘Not Applicable’ or ‘No Opinion’ responses were not considered for the analysis.

Table 20			
<i>Fribourg, Switzerland Questionnaire Participants</i>			
<u>Surveys started</u>	95	<u>Self-Identification</u>	Swiss: 41%
<u>Surveys completed</u>	76		Swiss-French: 37%
			Swiss-German: 8%
<u>Gender</u>	Male: 28%		Swiss-Italian: 2%
	Female: 73%		Other: 11%
<u>Age</u>	18-20: 18%	<u>Number of Languages</u>	1: 7%
	21-24: 59%		2: 20%
	25-29: 16%		3: 35%
	30+: 8%		4: 28%
			5+: 10%
<u>Place of Birth</u>	The Canton of Fribourg: 30%	<u>Native Language</u>	French: 67%
	Other: 70%		German: 16%
			Italian: 4%
<u>Time Abroad (3+ months)</u>	Yes: 38%		English: 2%
	No: 63%		Other: 11%

After the surveys were received, the responses were examined using the Cross Tab feature on Qualtrics to compare the following: gender, age, time abroad, number of languages spoken, native language, place of birth, language ability, and parents’ support. The Chi Square was

then calculated to determine whether the p-value was significant ($p \leq 0.05$), and percentages were rounded to the nearest whole number.

Gender. In general, most questions were independent of students' gender (p-value > 0.05). However, a few questions were found to be significant. For example, females tended to believe more strongly than males that the Swiss-French, Swiss-Germans, and the Swiss-Romansh have a strong culture (see Tables 21-23); and males were slightly more likely than females to believe that English could become a national language of Switzerland (see Table 24).

Table 21 <i>Fribourg Gender: The Swiss-French have a strong culture.</i>		
	<u>True</u>	<u>False</u>
Male (15)	47% (7)	53% (8)
Female (40)	88% (35)	13% (5)

Notes: $p = 0.00$

Table 22 <i>Fribourg Gender: The Swiss-Germans have a strong culture.</i>		
	<u>True</u>	<u>False</u>
Male (15)	80% (12)	20% (3)
Female (44)	98% (43)	2% (1)

Notes: $p = 0.02$

Table 23 <i>Fribourg: The Swiss-Romansh have a strong culture.</i>		
	<u>True</u>	<u>False</u>
Male (8)	25% (2)	75% (6)
Female (23)	65% (15)	35% (8)

Notes: $p = 0.05$

Table 24 <i>Fribourg: English could become a national language of Switzerland.</i>		
	<u>True</u>	<u>False</u>
Male (18)	22% (4)	78% (14)
Female (51)	6% (47)	94% (4)

Notes: $p = 0.05$

Age. For the online questionnaire, the respondents were divided into the following age categories: 18-20, 21-24, 25-29, and 30+. For clarity purposes, the 30+ age range, which included a small number of participants, was not included in the analysis. To analyze the

results, three Cross Tabs were created to compare the following groups: 18-20, 21-24, and 25-29; 18-24 and 25-29; and 18-20 and 21-29. Based on these Cross Tabs, younger participants (ages 18-24) tended to feel more positively about English classes in secondary school than did students ages 25-29 (see Table 25). Younger students were also more likely to believe that the Swiss-French and the Swiss-Germans have a strong culture (See Tables 26-27). Students ages 18-20 were somewhat less likely to believe that Switzerland's multicultural environment is an important part of Swiss identity (see Table 28) and less likely to believe there should be more cultural activities in French (see Table 29). In addition, younger students were more likely to believe that classes in secondary school should be bilingual with foreign language classes than the older age groups (see Table 30). Students 21-24 were less likely than the other two groups to believe that the Swiss-French and Swiss-Germans happily co-exist, while ages 18-20 were more likely to believe this (see Table 31). This last group, 21-24, was also more likely to believe that there is not much interaction between the different linguistic regions in Switzerland, while students ages 18-20 seemed to believe that there were (see Table 32). As Table 33 shows, students ages 21-29 were also more likely to express a desire to learn another foreign language than younger students. Finally, students ages 21-29 were slightly more likely to find English to be a beautiful language and were more likely to want their children to know English (See Tables 34-35).

Table 25		
<i>Fribourg Age Cross Tab 2: In general, how would you characterize English language classes in secondary school?</i>		
	<u>18-24</u>	<u>25-29</u>
Excellent (26)	43% (25)	8% (1)
Average (34)	40% (23)	92% (11)
Bad (9)	16% (9)	0% (0)

Notes: p = 0.01

Table 26			
<i>Fribourg Age: The Swiss-French have a strong culture.</i>			
	<u>18-20</u>	<u>21-24</u>	<u>25-29</u>
True (38)	100% (10)	73% (24)	50% (4)
False (13)	0% (0)	27% (9)	50% (4)

Notes: p = 0.05

Table 27			
<i>Fribourg Age: Swiss-Germans have a strong culture.</i>			
	<u>18-20</u>	<u>21-24</u>	<u>25-29</u>
True (51)	100% (12)	94% (24)	71% (5)
False (4)	0% (0)	6% (2)	29% (2)

Notes: p = 0.05

Table 28		
<i>Fribourg Cross-Tab 3: Switzerland's multicultural environment is an important part of Swiss identity.</i>		
	<u>18-20</u>	<u>21-29</u>
True (63)	86% (12)	100% (51)
False (2)	14% (2)	0% (0)

Notes: p = 0.01

Table 29			
<i>In Switzerland, there should be more cultural activities and programs available in French.</i>			
	<u>18-20</u>	<u>21-24</u>	<u>25-29</u>
True (24)	30% (3)	70% (16)	83% (5)
False (15)	70% (7)	30% (7)	17% (1)

Notes: p = 0.05

Table 30		
<i>Fribourg Cross Tab 2: Classes in secondary school should be...</i>		
	<u>18-24</u>	<u>25-29</u>
Monolingual (1)	2% (1)	0% (0)
Monolingual with foreign language classes (10)	17% (9)	8% (1)
Bilingual (5)	6% (3)	17% (2)
Bilingual with foreign language classes (28)	50% (27)	8% (1)
Multilingual (8)	11% (6)	17% (2)
Multilingual with foreign language classes (14)	15% (8)	50% (6)

Notes: p = 0.03

Table 31		
<i>Fribourg Cross Tab 3: In Fribourg, Swiss-French and Swiss-Germans happily co-exist.</i>		
	<u>18-20</u>	<u>21-29</u>
True (30)	100% (11)	49% (19)
False (20)	0% (0)	51% (20)

Notes: p = 0.00

Table 32		
<i>Fribourg Cross Tab 3: There is not much interaction between the different linguistic regions in Switzerland.</i>		
	<u>18-20</u>	<u>21-29</u>
True (32)	30% (3)	67% (29)
False (21)	70% (7)	33% (14)

Notes: p = 0.03

Table 33		
<i>Fribourg Cross Tab 3: I would like to learn another foreign language.</i>		
	<u>18-20</u>	<u>21-29</u>
True (61)	79% (11)	96% (50)
False (5)	21% (3)	4% (2)

Notes: p = 0.03

Table 34		
<i>Cross Tab 3: I find that English is a beautiful language.</i>		
	<u>18-20</u>	<u>21-29</u>
True (52)	64% (9)	88% (43)
False (11)	36% (5)	12% (6)

Notes: p = 0.04

Table 35		
<i>Cross Tab 3: I would like my children to know English.</i>		
	<u>18-20</u>	<u>21-29</u>
True (65)	93% (13)	100% (52)
False (1)	7% (1)	0% (0)

Notes: p = 0.05

Time abroad. In general, participants who had spent some time abroad were less likely to describe their English classes in secondary school as ‘excellent’, were more likely to want to learn another foreign language and were more likely to believe that people in Fribourg should know at least two languages (See Tables 36-38). No other responses were found to be statistically significant.

Table 36			
<i>Fribourg Abroad: In general, how would you characterize English language classes in secondary school?</i>			
	<u>Excellent</u>	<u>Average</u>	<u>Bad</u>
Have spent time abroad (28)	21% (6)	71% (20)	7% (2)
Have not spent time abroad (47)	43% (20)	43% (20)	15% (7)

Notes: p = 0.05

Table 37		
<i>Fribourg: I would like to learn another foreign language.</i>		
	<u>True</u>	<u>False</u>
Have spent time abroad (27)	100% (27)	0% (0)
Have not spent time abroad (45)	87% (39)	13% (6)

Notes: p = 0.05

Table 38		
<i>Fribourg: People living in Fribourg...</i>		
	<u>Have spent time abroad (29)</u>	<u>Have not spent time abroad (47)</u>
Only need to know one language	30% (9)	73% (28)
Should know at least two languages.	70% (20)	27% (19)

Notes: p = 0.02

Number of languages spoken. For this analysis, three Cross Tabs were created to compare the following number of languages known by participants: 1, 2, 3, 4, and 5+; 1-2 and 3-5+; and 1-3 and 4-5+. Here, people who spoke 3-5+ languages were more likely to believe that people who speak only one language are at a disadvantage, that people perform better if they have a bilingual education, that it is important for them to speak at least two languages, and that they enjoy learning other languages (See Tables 39-42). They were also more likely to believe that there is majority support in their community for bilingualism and that people in Fribourg should know at least two languages (See Tables 43-44).

Table 39		
<i>Fribourg Cross Tab 2: People who speak only one language are at a disadvantage.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (66)	84% (16)	98% (50)
False (4)	16% (3)	2% (1)

Notes: p = 0.03

Table 40		
<i>Fribourg Cross Tab 2: People perform better if they have a bilingual education.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (47)	56% (9)	83% (38)
False (15)	44% (7)	17% (8)

Notes: p = 0.03

Table 41		
<i>Fribourg Cross Tab 2: It is important for me to speak at least two languages.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (72)	89% (17)	100% (55)
False (2)	11% (2)	0% (0)

Notes: p = 0.01

Table 42		
<i>Fribourg Cross Tab 2: I enjoy learning other languages.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (66)	84% (16)	98% (50)
False (4)	16% (3)	2% (1)

Notes: p = 0.03

Table 43		
<i>Fribourg Cross Tab 2: There is majority support in my community for bilingualism.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (51)	69% (11)	92% (40)
False (9)	31% (5)	9% (4)

Notes: p = 0.03

Table 44		
<i>Fribourg Cross Tab 2: People living in Fribourg...</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
Only need to know one language (37)	67% (14)	42% (23)
Should know at least two languages (39)	33% (7)	58% (32)

Notes: p = 0.05

However, people who spoke only 1-2 languages were more likely to agree that there should be more programs available in Italian and Romansh (see Tables 45-46).

Table 45		
<i>Fribourg Cross Tab 3: There should be more cultural activities available in Italian.</i>		
	<u>1-3 languages known</u>	<u>4-5+ languages known</u>
True (36)	96% (9)	65% (27)
False (8)	4% (1)	35% (7)

Notes: p = 0.01

Table 46		
<i>Fribourg Cross Tab 3: There should be more cultural activities available in Romansh.</i>		
	<u>1-3 languages known</u>	<u>4-5+ languages known</u>
True (24)	84% (8)	44% (16)
False (13)	16% (1)	56% (12)

Notes: p = 0.01

Students who spoke 3+ languages were also more likely to believe that Swiss-Germans have a strong culture and that Switzerland's multicultural environment is an important part of Swiss identity (see Tables 47-48). Furthermore, students who spoke more than one language were more likely to express having their parents' support (see Table 49).

Table 47		
<i>Fribourg Cross Tab 2: Swiss-Germans have a strong culture.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (55)	80% (12)	98% (43)
False (4)	20% (3)	2% (1)

Notes: p = 0.02

Table 48		
<i>Fribourg Cross Tab 2: Switzerland's multicultural environment is an important part of Swiss culture.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (64)	84% (16)	98% (48)
False (4)	16% (3)	2% (1)

Notes: p = 0.03

Table 49					
<i>Fribourg: My parents feel it is important me for me to learn other languages besides the language(s) spoken at home.</i>					
	<u>1 lang. known</u>	<u>2 lang. known</u>	<u>3 lang. known</u>	<u>4 lang. known</u>	<u>5 lang. known</u>
True (62)	60% (3)	92% (12)	96% (22)	100% (20)	83% (5)
False (5)	40% (2)	8% (1)	4% (1)	0% (0)	17% (1)

Notes: p = 0.03

Finally, students who spoke 1-2 languages believed more strongly that English language learning should begin in or before primary school and that it is important to learn English before a second national language (see Tables 50-51).

Table 50		
<i>Fribourg Cross Tab 2: English language learning should begin in/before primary school.</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (39)	88% (14)	56% (25)
False (22)	13% (2)	44% (20)

Notes: p = 0.02

Table 51		
<i>Fribourg Cross Tab 2: It is more important for Swiss students to learn English as a second language...</i>		
	<u>1-2 languages known</u>	<u>3-5+ languages known</u>
True (16)	47% (8)	18% (8)
False (45)	53% (9)	82% (36)

Notes: p = 0.02

Native language. For this section, responses between Francophone and Germanophone students that had a p-value of greater than or equal to 0.05 were by far the most numerous in comparison with the other Cross Tab categories, indicating that Francophones and Germanophones frequently seem to maintain different opinions. Here, Germanophones were more likely to have a positive outlook toward German classes in primary and secondary school (see Tables 52-53), while Francophones were more positive toward French classes in secondary school (see Table 54).

Table 52		
<i>Fribourg: In general, how would you characterize German language classes in primary school?</i>		
	<u>Francophones</u>	<u>Germanophones</u>
Excellent (11)	8% (5)	40% (6)
Average (39)	50% (30)	60% (9)
Bad (25)	42% (25)	0% (0)

Notes: p = 0.00

Table 53		
<i>Fribourg: In general, how would you characterize German language classes in secondary school?</i>		
	<u>Francophones</u>	<u>Germanophones</u>
Excellent (12)	12% (7)	36% (5)
Average (41)	57% (33)	57% (8)
Bad (19)	31% (18)	7% (1)

Notes: p = 0.05

Table 54		
<i>Fribourg: In general, how would you characterize French language classes in secondary school?</i>		
	<u>Francophones</u>	<u>Germanophones</u>
Excellent (29)	57% (24)	33% (5)
Average (27)	41% (17)	67% (10)
Bad (1)	2% (1)	0% (0)

Notes: p = 0.00

Germanophones were also slightly more likely to believe that people perform better if they have a bilingual education (see Table 55).

Table 55		
<i>Fribourg: People perform better if they receive a bilingual education.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (46)	72% (34)	100% (12)
False (13)	28% (13)	0% (0)

Notes: $p = 0.04$

Francophones were more prone to believe that French, German, and English should be required languages in Fribourg (see Tables 56-58) and that French, German, and English should be required in all of Switzerland (see Tables 59-61). Germanophones, however, were more likely to find Romansh to be a beautiful language (see Table 62).

Table 56		
<i>Fribourg: In Fribourg, French should be a required language course for students in schools.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True	100%	60%
False	0%	40%

Notes: $p = 0.00$

Table 57		
<i>Fribourg: In Fribourg, German should be a required language course for students in schools.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (61)	100% (55)	70% (6)
False (4)	0% (0)	30% (4)

Notes: $p = 0.00$

Table 58		
<i>Fribourg: In Fribourg, English should be a required language course for students in schools.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (54)	94% (49)	63% (5)
False (6)	6% (3)	38% (3)

Notes: $p = 0.01$

Table 59		
<i>Fribourg: In all of Switzerland, French should be a required language course for students in schools.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (56)	94% (50)	60% (6)
False (7)	6% (3)	40% (4)

Notes: p = 0.00

Table 60		
<i>Fribourg: In all of Switzerland, German should be a required language course for students in schools.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (57)	96% (51)	60% (6)
False (6)	4% (2)	40% (4)

Notes: p = 0.00

Table 61		
<i>Fribourg: In all of Switzerland, English should be a required language course for students in schools.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (54)	96% (49)	70% (5)
False (6)	4% (3)	30% (3)

Notes: p = 0.01

Table 62		
<i>Fribourg: I find that Romansh is a beautiful language.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (24)	60% (15)	100% (9)
False (10)	40% (10)	0% (0)

Notes: p = 0.02

Furthermore, compared to Germanophones, Francophones believed more strongly that it was easy to get along with Swiss-French and Swiss-Italians (see Tables 63-64).

Table 63		
<i>Fribourg: It is easy to get along with Swiss-French.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (57)	95% (52)	63% (5)
False (6)	5% (3)	38% (3)

Notes: p = 0.00

Table 64		
<i>Fribourg: It is easy to get along with Swiss-Italians.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (44)	95% (40)	67% (4)
False (4)	5% (2)	33% (2)

Notes: p = 0.02

Finally, Germanophones were more likely to believe that Swiss-French and Swiss-Germans happily co-exist in Fribourg, that there is interaction between the two language groups, and that different language groups in Switzerland happily co-exist than Francophones (see Tables 65-67).

Table 65		
<i>Fribourg: In Fribourg, Swiss-French and Swiss-Germans happily co-exist.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (30)	52% (23)	100% (7)
False (21)	48% (21)	0% (0)

Notes: $p = 0.02$

Table 66		
<i>Fribourg: There is not much interaction between Swiss-French and Swiss-Germans.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (37)	69% (35)	22% (2)
False (23)	31% (16)	78% (7)

Notes: $p = 0.01$

Table 67		
<i>Fribourg: In Switzerland, different language groups happily co-exist.</i>		
	<u>Francophones</u>	<u>Germanophones</u>
True (35)	63% (25)	100% (10)
False (15)	38% (15)	0% (0)

Notes: $p = 0.02$

Place of birth. Participants who described themselves as being from outside Fribourg were more likely to believe that people who speak only one language are at a disadvantage (see Table 68). They were also more likely to believe that there is majority support in their community for bilingualism and that Swiss-Germans have a strong culture (see Tables 69-70).

Table 68		
<i>Fribourg: People who only speak one language are at a disadvantage.</i>		
	<u>Fribourgeois</u>	<u>Non-Fribourgeois</u>
True (66)	80% (16)	100% (50)
False (4)	20% (4)	0% (0)

Notes: $p = 0.02$

Table 69		
<i>Fribourg: There is a majority support in my community for bilingualism.</i>		
	<u>Fribourgeois</u>	<u>Non-Fribourgeois</u>
True (51)	74% (14)	93% (37)
False (8)	26% (5)	8% (3)

Notes: p = 0.05

Table 70		
<i>Fribourg Place of Birth: The Swiss-Germans have a strong culture.</i>		
	<u>Fribourgeois</u>	<u>Non-Fribourgeois</u>
True (55)	82% (14)	98% (41)
False (4)	18% (3)	2% (1)

Notes: p = 0.03

Language ability. Compared to Francophones, Germanophones appear to be more bilingual, with 73% of Germanophones identifying themselves as fluent French-speakers while only 18% of Francophones identifying themselves as fluent German-speakers (see Tables 71-72).

Table 71		
<i>Fribourg: What is your level in French?</i>		
	<u>Francophones</u>	<u>Germanophones</u>
No knowledge (1)	0% (0)	7% (1)
Some knowledge (1)	0% (0)	7% (1)
A fair amount of knowledge (4)	3% (2)	13% (2)
Fluent speaker (70)	97% (59)	73% (11)

Notes: p = 0.01

Table 72		
<i>Fribourg: What is your level in German?</i>		
	<u>Francophones</u>	<u>Germanophones</u>
No knowledge (0)	0% (0)	0% (0)
Some knowledge (15)	23% (14)	7% (1)
A fair amount of knowledge (36)	59% (36)	0% (0)
Fluent speaker (25)	18% (11)	93% (14)

Notes: p = 0.00

Parents' support. Students who expressed having parental support with learning foreign languages were more likely to believe that knowledge of multiple languages can lead to career-related advances, that language is an important part of personal identity, and that it

is important to speak at least two languages (see Tables 73-75). They were also more likely to select that secondary school should be bilingual with foreign language classes, while those without parental support selected only bilingual (see Table 76). Students with parental support were also more likely to believe that it is easy to get along with Swiss-Germans (See Table 77).

Table 73		
<i>Fribourg: Knowledge of multiple languages can lead to career-related advances.</i>		
	<u>Parents' Support</u>	<u>No Parental Support</u>
True (63)	82% (59)	98% (4)
False (2)	18% (1)	2% (1)

Notes: p = 0.02

Table 74		
<i>Language is an important part of personal identity.</i>		
	<u>Parents' Support</u>	<u>No Parental Support</u>
True (63)	100% (60)	60% (3)
False (2)	0% (0)	40% (2)

Notes: p = 0.00

Table 75		
<i>Fribourg: It is important for me to speak at least two languages.</i>		
	<u>Parents' Support</u>	<u>No Parental Support</u>
True (65)	100% (62)	75% (3)
False (1)	0% (0)	25% (1)

Notes: p = 0.00

Table 76		
<i>Fribourg: Classes in secondary school should be...</i>		
	<u>Parents' Support</u>	<u>No Parental Support</u>
Monolingual (1)	3% (1)	0% (0)
Monolingual with foreign language classes (11)	35% (9)	40% (2)
Bilingual (5)	8% (3)	40% (2)
Bilingual with foreign language classes (28)	37% (27)	20% (1)
Multilingual (7)	8% (7)	0% (0)
Multilingual with foreign language classes (14)	8% (14)	0% (0)

Notes: p = 0.04

Table 77		
<i>Fribourg: It is easy to get along with Swiss-Germans.</i>		
	<u>Parents' Support</u>	<u>No Parental Support</u>
True (35)	74% (34)	25% (1)
False (15)	26% (12)	75% (3)

Notes: $p = 0.01$

On the other hand, students with parental support were less likely to believe that it is important for students to learn English before a second national language (See Table 78).

Table 78		
<i>Fribourg: It is more important for students to learn English as a second language...</i>		
	<u>Parents' Support</u>	<u>No Parental Support</u>
True (14)	82% (11)	98% (3)
False (44)	18% (43)	2% (1)

Notes: $p = 0.01$

Barcelona

Barcelona interview responses. Like Fribourg, for Barcelona, interviews were conducted with eight university students. All interviews were in English except for two, which were performed in Spanish and French. Although student opinions about Spanish people's ability in the English language was generally believed to be relatively low, most of these eight participants were proficient enough in this language to conduct the interview in English, which is most likely due to their involvement in their university's ESN program—or Erasmus Student Network—which often relies on the use of English to communicate with the foreign exchange students who come to Barcelona to study, the fact that many of them had been sent to private schools to learn English or had had anglophone teachers, or their need to use English in the work force. However, it should be noted that for the transcriptions, participants' errors in English have not been corrected. After the interviews were transcribed and translated into English, if necessary, by the author, the following emerged: first and foremost, compared to Fribourg participants, all four interview participants from Barcelona—

B1, B2, B3, and B4—spoke both Catalan and Castilian Spanish as native languages. For the four students outside of Barcelona—B5, B6, B7, and B8—their native language was Castilian Spanish apart from two participants: one student had both Castilian Spanish and Galician as native languages, and a student who had been born in Brazil spoke Portuguese as their native language, although he had Brazilian-Spanish dual citizenship. This last student was the only non-Barcelonian able to understand and speak Catalan. As Table 79 shows, the Spanish students knew an average of over four languages each, all Barcelonian participants were bilingual in Catalan and Castilian Spanish, all interviewees had at least an upper-intermediate proficiency in English, and only one non-native Barcelonian, B8, knew Catalan.

Table 79			
<i>Language Proficiency: Barcelonians and Non-Barcelonians</i>			
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>	<u>Total</u>
Bilingual	4 of 4	1 of 4	5 of 8
Ave. languages known	4.25	4.5	4.38
Intermediate proficiency in Catalan only	0 of 4	1 of 4	1 of 8
Advanced proficiency in Catalan	4 of 4	0 of 4	4 of 8
Intermediate proficiency in Castilian Spanish only	0 of 4	0 of 4	4 of 8
Advanced proficiency in Castilian Spanish	4 of 4	4 of 4	8 of 8
Intermediate proficiency in English only	2 of 4	2 of 4	4 of 8
Advanced proficiency in English	2 of 4	2 of 4	4 of 8

Secondly, two of four native Barcelona students, B1 and B2, identified themselves as Catalan, B1 explaining, “I feel my roots are from here. I know the history of everything...my culture is Catalan, and I feel and I realize that my culture it’s way different than from Spain.” B3 identified herself as both Spanish and Catalan, and the final Barcelonian, B4, identified himself as predominantly Spanish. Of the non-Barcelonian respondents, B5 identified herself as both Galician and Spanish, having been born in bilingual Galicia, B6 as Spanish and Malagan, B7 as Spanish, and B8, a Brazil-native, as Spanish and Brazilian (see Table 80).

Table 80			
<i>Identity: Barcelonians and Non-Barcelonians</i>			
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>	<u>Total</u>
Catalan	2 of 4	0 of 4	2 of 8
Spanish	1 of 4	1 of 4	2 of 8
Both Catalan and Spanish	1 of 4	0 of 4	1 of 8
Both Spanish and other affiliation	0 of 4	3 of 4	3 of 8

Thirdly, although participants remark that Castilian Spanish and Catalan language teaching was well executed in schools, ESL teaching appears to need improvement. B1, a native Barcelonian, says, “For Catalan and Spanish, I would say it’s really decent.” However, he went on to say, “But then for English...for...other languages that are not Catalan and Spanish, I would say that level is pretty, really low because...I think that the teaching level here doesn’t...make you advance properly.” B2, another Barcelonian, agrees, “The English level was very bad. When I finished my high school...a...lot of people...didn’t know how to make a sentence in English or communicate with another [sic] people.” Bilingual B4 remarks, “I don’t see it all that well, really.” He goes on, “There are...a lot of Spanish people...that don’t know English...” B7, a non-Barcelonian, bemoans, “I can say that here in Spain, the...education....in languages is pretty bad. Yeah, because you can finish your...high school without knowing any language instead of Spanish.” He goes on, “I have a lot of friends who finished high school, and they don’t know how to speak English *at all*...they could write some *words* in English or some basics...but they...cannot speak it at all...I have friends who know how to write the words, but then they are...quite scared of talking in English because they think they are doing [sic] wrong.” At the time of the interview, B7 was on an Erasmus exchange in Portugal, and he remarks, “Here in Portugal, they are better speakers in English than in Spain... In Spain, if you go to the supermarket or wherever you want to go...none [sic] of them is gonna know how to speak in...English. But here in Portugal...they do.” Although non-Barcelonian B8 had grown up in Brazil, his own experiences with learning English were similar: “Frankly, I think it’s not great,” he says.

“There aren’t...a lot of people who speak another language, but when there are...they speak English badly or with a terrible accent. So...you understand nothing.” He also says that English “is compulsory in school, in high school... But...frankly, it’s a joke...because we learn nothing in high school.” B7 echoes this, saying, “If you want your kid...to learn in English...you have to send him...to a [sic] academy.” He adds that compared to his friends—who had not been sent to an academy like he was—he finds he is much more capable of communicating in English. On the contrary, B6, a non-Barcelonian, is slightly more positive about ESL teaching, although she also expresses her concerns:

I don’t want to say that they were awful, but the approach that they were using wasn’t the best. It was more like all about the grammar, all about the writing, which of course is something important, like I see grammar as this skeleton... Like you need your grammar to...be able to speak a language...but you can find in Spain is a lot of people that maybe are able to write in English but then can’t speak a word. And I don’t think that’s useful... It’s true that now they are changing the approach, and what they do is more like communicative...lessons, and...like they try...to make their students speak more. But...yeah, people my age or even older, I don’t think they’re so able to speak.

B3, a native Barcelonian, agrees,

The level is not so good. But I think that it’s getting better because I mean...there are...teachers, young people, people who can speak really good English because...my English teachers were all people, and they never traveled abroad, so the English was...basic. So, I think that it’s getting better.

B5, on the other hand, a non-Barcelonian, holds a different opinion: “I think...English...teaching in Spain is quite good,” she says. This opinion is probably owing to her unique English learning experience, since as a child, she had had native British teachers. However, she owns later that language learning “should be more practical and less theoretical.”

One student, Brazilian B8, offers a possible solution to these problems: “If you want to learn French, your professor has to be...French... Or if you want to learn English, professors have to be...an American...” He also suggests having more student exchanges and replacing certain subjects with language classes. “When we are in high school...” he

explains, “we have...classes that are really useless. And we need to, for example...replace a bit history or geography classes and put more time into language classes.” As a final thought, B1, a Catalan student, highlights an additional concern: some parents in Catalonia are asking for subjects to be taught in Castilian Spanish rather than in Catalan, but this appears to be a more recent problem, and none of the other participants mentioned this.

When Barcelona students were asked about language classes at the university level, however, responses were more positive. Like the University of Fribourg, in Barcelona, the language in which a class is taught depends largely on the teacher. B1 remarks, “There are also some courses where you can just choose Spanish. So, there are some courses that are compulsory...taught [sic] in Spanish, and then there are others that it depends on the professors. So, it’s not required to anything, but most of the professors at the beginning of the courses...ask like ‘What do you prefer?’” B2 mentions that at the university, she had classes in Catalan, Spanish, and English. B3 points out that there are some subjects where students have the choice between Catalan and Castilian Spanish, although B8 says that at the University of Barcelona, there seems to be a preference for Catalan, as all universities in Barcelona must have classes that are taught in Catalan. And for students from outside of Barcelona who are not familiar with the language, B5 says, “There are several courses at the university...that offer Catalan language.” She also says that professors often speak in both Castilian Spanish and English, although activities are performed in both languages. B8 notes that in his department, all of his classes are in English, and B7 says that at the master’s level, there are a good number of courses in English, although professors are primarily native Castilian Spanish-speakers. B8, however, claims most of his professors are native English-speakers. The English level here, he says, is “maximum...because all the classes are in English, the professors, they are American or...English...”

Moreover, throughout these interviews, an interesting observation by both native Barcelonians and non-Barcelonians was that people in Barcelona can easily switch from one language to another. When Barcelonian B1 speaks, for example, he speaks “Catalan most of the time, so if I start a conversation, or whatever, I just start in Catalan, but then if the other person just speaks Spanish or so, I switch it... And if the other one starts a conversation in Spanish...I’m...ready to speak to them in Spanish...” Later, he adds,

Even with some friends, we speak Catalan, and then suddenly we say a Spanish expression, so it’s not in a closed environment, like... It depends. We can switch really easy from one to one, and have a conversation [sic] the same table with two friends that I speak with that [sic] more my life in Catalan, and then have a third one that speak [sic]...so that...I just switch to Spanish... And everyone just keeps the conversation, and it’s nothing weird or anything.

Barcelonian B2 observes that she adjusts to the person she is talking to: “You listen [sic] the person who is in the restaurant or in the shop,” she remarks, “and if I...listen that he or she is talking Catalan, I always speak Catalan; but if they speak Spanish, in Spanish.” She elaborates later, “When you meet someone for the first time... With some people I speak Spanish and with some people, Catalan.” Barcelonian B3 primarily resorts to Catalan outside of Barcelona, and she uses either Castilian Spanish or Catalan in the city. “If I...am in a bar,” she says, “and I ask in Catalan, and the waiter do [sic] not understand, I can change it. I mean or if...he is more comfortable in Catalan, I can change it, so is not any problem.” B4, another native of Barcelona, says he uses both Catalan and Castilian, although he admits to using Castilian about ninety percent of the time. With his friends, he discloses,

We prefer to speak in Castilian...there are people who speak with their friends in Catalan. Or with their family, they only speak Catalan. In...my case, it’s not like this. For this, I’m more indisposed toward it... It’s not that I hate Catalan...it’s simply that my entire entourage loves speaking...in Castilian... And...thus, they speak Castilian together as a habit... Whenever I meet someone who prefers to speak in Catalan, or they always talk to me in Catalan, I then try to follow them.

However, when speaking generally, he says, “I don’t care if people speak to me in Catalan or Castilian Spanish. I respect it the same.” As Table 81 shows, Barcelonians differed as to

which language they primarily used, although half of them consistently used both Catalan and Castilian Spanish. Non-Barcelonians, on the other hand, mostly used Castilian Spanish, and only one participant used mostly English.

Table 81			
<i>Language Most Used in Barcelona by Interviewees</i>			
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>	<u>Total</u>
Catalan	1 of 4	0 of 4	1 of 8
Castilian Spanish	1 of 4	3 of 4	4 of 8
Catalan and Castilian Spanish	2 of 4	0 of 4	2 of 8
English	0 of 4	1 of 4	1 of 8

In the same way, students from outside of Barcelona also noticed this pattern. Non-Barcelonian B5 says, “Most people speak Catalan, like in the first moment, but if you talk to them in Spanish, they change the language without any problem.” B6 echoes this: “I’ve found that a lot of people...are able to switch, like people who...can speak Spanish and Catalan as well. In the same conversation, they are able to switch from one language to another...” To elaborate, she provides this anecdote from one of her classes:

So, they were...using a PowerPoint, and all the information was written in Catalan. And they had some questions written in the PowerPoint, so anytime that they would read the questions, of course they would do it in Catalan, and...like the whole discussion would start...in Catalan, but then at some point, somebody would say something in Spanish, and then they...would switch...into Spanish.

B7, another non-Barcelonian, adds, “If you are Catalan, and you are to being [sic] with another Catalonian guy, like they talk [sic] each other in Catalan, but...if there is small people there who doesn’t know to speak it...they change it fast.”

On the other hand, one non-Barcelona participant and Castilian-speaker, B6, has encountered people who did not change languages when conversing with her, although she believed they had been aware that she could not speak Catalan. She explains,

A lot of times, people has [sic]...approached me to ask me something, and they would have said this thing in Catalan. And then...I would reply in Spanish ‘cause I don’t speak Catalan... And...it has happened to me that they ask me something in Catalan, then I reply in Spanish, and as I said before, my accent is really strong, so...I think

they know straightaway that I'm not from here and that...I'm not able to speak any Catalan at all. And then they would continue the conversation in Catalan...that's happened to me twice. At least.

Although possible that the person with which she spoke simply did not know Castilian Spanish, this would be rather unlikely. Despite this unique experience, all participants expressed that in Spain, they were most likely to use Castilian Spanish—as opposed to English—with people who did not speak Catalan as their native language (see Table 82).

Table 82			
<i>Language Used to Communicate with 'Other' if Catalan not an option</i>			
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>	<u>Total</u>
Castilian Spanish	4 of 4	4 of 4	8 of 8
English	0 of 8	0 of 8	0 of 8

Both Barcelonian and non-Barcelonian participants also mentioned that it is difficult for Catalan-Castilian bilinguals to switch languages with someone they have already established a certain language with. For example, if a student has spoken Catalan with a friend, it would be challenging for them to switch to speaking Castilian Spanish with them. Barcelonian B2 says, “When I met someone and I speak, for example, Catalan with that person, for me it's difficult or strange to speak Spanish to that person...” B3, another bilingual, mirrors this: “When I start to speak one language with one person, I...cannot change it.” B6, a non-Barcelonian, agrees, “One of my classmates...what they say is that depending on the person that they are talking to, they speak in Catalan or in Spanish. Like, for example, if they meet...someone for the first time, and they...for some reason start to speak in Catalan, then it's really difficult for them to switch...to Spanish...”

When asked about bilingualism's status in Barcelona, participants were overly positive, and it seems as if the city is adequately promoting bilingualism and multiculturalism. “I think they are doing it well,” B2, a Barcelonian, answers. “I think that...we are lucky to...be born here and to have the ability of speaking two languages.”

Bilingual B4 agrees, “I think that to learn more languages is something...very beautiful...by favoring for the personal growth of people. And...I believe that it’s something that...the whole world should have...because really, it favors a lot.” Non-Barcelonian B7 also upholds that the city does enough to promote multiculturalism, and B8 adds, “In my opinion, it’s amazing...when you have the opportunity to...have languages in the same place in a same country...it’s perfect.” He continues, “Barcelona, it’s a multicultural city”; and later, he elaborates, “You go to a...restaurant, you ask for the menu, it’s read in Spanish and in Catalan. So...it’s enough when it comes to bilingualism.” “Everyone learns Catalan, parallel to...Spanish,” explains Barcelonian B4. “And classes are normally taught in Catalan. A form of conserving the language, or something.” B6, a non-Barcelonian, agrees, “To me, I think it’s something amazing... I think it’s a gift...I wish...I was born here.” And as it appears, in general, Barcelonians are open to both languages. Bilingual B2 for instance, says, “Ninety-five percent of the population here can speak both languages and they don’t mind if you are...Catalan or Spanish.” B1 concurs that people in Barcelona can usually speak both Castilian Spanish and Catalan, have no problems speaking both, and are even beginning to speak English more. However, he also points out that although public transportation in Barcelona is in both Catalan and Castilian Spanish, the preferred language for meetings and official documents is typically Catalan.

This generalization, however, alters outside the city limits. Barcelonian B3 explains, “Barcelona is like cosmopolitan, city, really...multicultural. You can speak Catalan, Spanish...English. People will answer you...in the language that you are asking... But if you go...to the...borders of Barcelona, they start to speak Catalan, and the accent is more Catalan...when you are going up to Catalonia, there is more Catalan than Spanish...as a region, in general, they promote Catalan. First. Always.”. Barcelonian B4 agrees, noticing that compared to the rest of the Barcelona region, the city generally uses more Castilian than

Catalan. “Barcelona, in particular...” he begins, “you only speak in Castilian for the most part. If you go, for example...to another area of Catalunya, concerning everything that is a village area...there are still people who still speak Catalan more often. But concerning Barcelona, it’s...I believe...it was pretty Castilian.” Non-Barcelonian B7 even goes on to say, “And there are some people from...other parts of Catalonia, like they doesn’t [sic] even know how to speak Spanish...properly.” Furthermore, Barcelonian B3 remarks that some Catalonians are less accepting of Castilian Spanish than people are in Barcelona. “I mean,” she says, “it’s not like compulsory that you have to speak Catalan, but if you speak Spanish maybe someone will...they will see you with another [sic] eyes.”

Participants also note that at times, one language appears to dominate the other, although whether it be Catalan or Castilian Spanish varied among the students. Non-Barcelonian B6 summarizes,

In...bilingualism, there’s always one language which is more important than the other. And I feel...like ten years ago...Spanish was more important. And then they’re trying...not to lose Catalan, so they are taking measure [sic]... To make people speak more Catalan or be more aware of the language. I know that there is a law which is relatively recent as well, in which they say that all the names in the streets and all that, that had to be in Catalan. They changed that not so long ago. So maybe now they’re trying to...make Catalan more important. Or...maybe not more important, but at the same level as Spanish.

Brazilian B8 echoes this: “When it comes to politics, everything is in Catalan. When it comes to the Chamber of Commerce, it’s in Catalan. So...the official language is Catalan here.” B5, a Galician-Castilian bilingual speaker, continues, “More people speak Catalan, and I think that affects a lot...today...[sic] evolution...of the language.” She goes on, “I think that here in...Barcelona and in Catalonia, they give more importance to Catalan than...people in Galicia give to Galician.” B6, also a non-Barcelonian, concurs: “Most of the conversations that you overhear...in the Metro or...buses...are in Catalan, I would say.” There were some students, however, like B3, who disagree: “In Barcelona,” she says, “I think they usually...speak first Spanish and then Catalan.” B8 adds, “There are a lot of people who

aren't from Barcelona, so...we speak Spanish more than Catalan." Table 83 shows that while among the Barcelonian participants, both Catalan and Castilian Spanish were perceived to maintain equal status in the city, non-Barcelonians were more likely to agree that Catalan is more frequently heard in the city.

Table 83			
<i>Perceived Language Most Used in Barcelona by Interviewees</i>			
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>	<u>Total</u>
Catalan	0 of 4	3 of 4	3 of 8
Castilian Spanish	1 of 4	0 of 4	1 of 8
Catalan and Castilian Spanish	3 of 4	1 of 4	4 of 8

On an alternate note, for one native Barcelonian, B4, bilingualism is "neither very good...nor very bad." "The problem I see with bilingualism," he says, "is above all for people who come from outside....," and he explains that this issue arises because not only are foreigners expected to know Castilian Spanish to live and work in Spain, but they are also confronted with an additional foreign language, Catalan, in Catalonia.

When participants were asked about Catalan-speakers, there was some disagreement with their responses. On the one hand, most native Barcelonians view Catalonians as being generally open toward other cultures and peoples. "I think that usually we are...open-minded," says B3, "and we like to help people and try to understand other cultures and...in general...I think we are positive... We are passionate from what we want and what we...want to fight for." "We are open-minded," agrees B2, "We accept...all the cultures...in the world." On the other hand, students from outside Barcelona view Catalonians as being more reserved than other Spaniards, whom they consider to be more open-minded and warm.

With regards to English, students all agree that it plays a key role in Barcelona, particularly with tourism. Barcelonian B1 says, "In Barcelona, for sure, it plays the role of tourism." B3 concurs, "English is important because it's like the international language...it's because of the tourism and it's like an economical issue." B4, a third Barcelonian, adds, "The

role of English above all is for the touristic topic. That is what I see. And...above all also for the subject of work. It's important to know English because it's a language...wild card...and...basically if you know English, you can typically communicate with anyone.”

And B6 says, “Barcelona is a really...touristic city, so...I don't know. For tourism...it's key. Like they need English to communicate with all the tourists.” And in parts of Barcelona, like in ‘Las Ramblas’, B7, a non-Barcelonian, says that English can be heard more than even Castilian or Catalan. Furthermore, English also plays a role in the Spanish job market. Bilingual B4 notes, “For engineers, it's a practically fundamental requirement...above all, for things that concern learning or...something technical that I...study. Because many times it's presented in English.” B5, a non-native Barcelonian, goes on, “Nowadays, if you don't know English, you can't work.” Brazilian B8, for instance, uses more English than he does Castilian for his profession. “At work, I only work in English,” he says, “so...I don't use Spanish...” Bilingual B2 goes as far to say, “I think that it...will increase...in the next years... And everyone...will have to speak English for working...every place.”

English also has influence in Spanish primary and secondary schools, where students must have at least a B1 in a language to graduate. “I think it's the most foreign language that people study here,” says non-Barcelonian B6. This agrees with the findings exhibited in Table 84, which show that English is the most popular foreign language for Spanish learners.

Table 84			
<i>Second Language: Barcelonians and Non-Barcelonians</i>			
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>	<u>Total</u>
Bilingual	4 of 4	1 of 4	5 of 8
Bilingual Catalan and Castilian Spanish	4 of 4	0 of 4	4 of 8
Mother tongue Castilian Spanish only	0 of 4	3 of 4	3 of 8
Mother tongue other	0 of 4	1 of 4	1 of 8
Second language Castilian Spanish	0 of 4	1 of 4	1 of 8
Second language English	4 of 4	3 of 4	7 of 8

“English,” B6 goes on, “I use it a lot...at school...because we translate from English, and also we have one lecture, which is in English, because the teachers...are foreigners, so...we

use it as...a...vehicular language, like a language to communicate in...class because it's...the language in common that we have." And as per non-Barcelonian B7, "You can go wherever in the center of Barcelona and hear people speaking English." However, bilingual B2 remarks that "most people can't speak English very fluently." B7 later adds, "Most of the people try to learn it... *But*...if you go to a small towns and stuff, I think you're gonna have like *big* trouble...if you don't know how to speak Spanish." One Barcelona native, B3, thinks that English has almost the same level of importance in Barcelona as Catalan, but she notes that the Catalan government nevertheless promotes Catalan more than English and even Castilian Spanish. In this city, it seems, the danger of English overpowering a national language is far less likely than in Switzerland.

Barcelona questionnaire responses. With the participation of Barcelona interview respondents and the aid of professorial contacts, a total of 62 surveys were started and 36 surveys were ultimately completed. Of the forty students who answered the question, 17% were male and 83% were female. Most participants were between the ages of 18-20, about 72% had been born in Barcelona, 23% had spent three or months abroad, most spoke three or more languages, and about half identified their native language as Catalan and half as Castilian Spanish (see Table 85). Results have been rounded to the nearest whole number. Furthermore, due to the lower number of responses, some categories were not significant enough to perceive a definitive pattern. After the surveys were received, responses were examined using the following Cross Tab criteria on Qualtrics: gender, age, time abroad, number of languages spoken, native language, place of birth, language ability, and parents' support. The Chi Square was then calculated to determine whether the p-value was significant ($p \leq 0.05$). The 'No Opinion' responses were excluded from the analysis, and percentages were rounded to the nearest whole number.

Table 85			
<i>Barcelona, Spain Questionnaire Participants</i>			
<u>Surveys started</u>	62	<u>Self-Identification</u>	Spanish: 20%
<u>Surveys completed</u>	36		Catalan: 56%
			Castilian Spanish-speaker: 13%
<u>Gender</u>	Male: 17%		Other: 11%
	Female: 83%		
		<u>Number of Languages</u>	1: 0%
<u>Age</u>	18-20: 64%		2: 9%
	21-24: 17%		3: 45%
	25-29: 6%		4: 27%
	30+: 13%		5+: 18%
<u>Place of Birth</u>	Barcelona: 72%	<u>Native Language</u>	Catalan: 48%
	Other: 28%		Castilian Spanish: 49%
			English: 0%
<u>Time Abroad (3+ months)</u>	Yes: 23%		Other: 3%
	No: 77%		

Gender. No data was found to be statistically significant.

Age. For the online questionnaire, respondents were divided into the following age groups: 18-20, 21-24, 25-29, and 30+. For clarity purposes, the 30+ age range was not included in the analysis, and due to a lower number of respondents, only one Cross Tab was created to compare the following age groups: 18-20 and 21-29. The only question from this analysis that was found to be statistically significant was whether there should be more cultural activities and programs available in Castilian Spanish, where students ages 21-29 were most likely to believe this to be true (see Table 86).

Table 86		
<i>Barcelona: In Catalonia, there should be more cultural activities and programs available in Castilian Spanish.</i>		
	<u>18-20</u>	<u>21-29</u>
True (8)	25% (4)	80% (4)
False (13)	75% (12)	20% (1)

Time abroad. No data was found to be statistically significant.

Number of languages spoken. For this Cross Tab, the answer choice of only one language spoken was eliminated because all participants spoke at least two languages, and three Cross Tabs were created to compare the following groups: 2, 3, 4, and 5+; 2-3 and 4-5+; and 2-4 and 5+. Firstly, students who spoke five or more languages were more likely to select that people who speak more than one language are more hard-working (see Table 87). Secondly, participants who spoke three or more languages were more likely to select that it is important for them to speak at least two languages and that they enjoy meeting people who speak foreign languages (see Tables 88-89). Students who spoke three or four languages were more likely to believe that all Spanish people should receive a bilingual education, and students who spoke 2-4 languages were more likely to believe that English should be a required language (see Tables 90-91). Students who spoke 2-4 languages were more likely to believe that more regions should be bilingual, and that language is an important part of communal identity (see Tables 92-93), but they were more likely to select that there is a lack of national identity in Spain (see Table 94). Students who spoke 2-3 languages were more likely to agree that there is not much interaction between the different linguistic regions in Spain, and those who spoke 2-4 languages were more likely to believe that different language groups happily co-exist in Spain (see Tables 95-96).

Table 87

Barcelona Cross Tab 3: People who speak more than one language are more hard-working than people who speak only one language.

	<u>2-4 languages</u>	<u>5+ languages</u>
True (2)	3% (1)	33% (1)
False (30)	97% (28)	67% (2)

Notes: p = 0.04

Table 88

Barcelona: It is important for me to speak at least two languages.

	<u>2 languages</u>	<u>3 languages</u>	<u>4 languages</u>	<u>5+ languages</u>
True (37)	67% (2)	100% (17)	100% (11)	100% (7)
False (1)	33% (1)	0% (0)	0% (0)	0% (0)

Notes: p = 0.00

Table 89				
<i>Barcelona: I enjoy meeting people who speak foreign languages.</i>				
	<u>2 languages</u>	<u>3 languages</u>	<u>4 languages</u>	<u>5+ languages</u>
True (38)	67% (2)	100% (17)	100% (12)	100% (7)
False (1)	33% (1)	0% (0)	0% (0)	0% (0)

Notes: p = 0.00

Table 90				
<i>Barcelona: All Spanish people should receive a bilingual education.</i>				
	<u>2 languages</u>	<u>3 languages</u>	<u>4 languages</u>	<u>5+ languages</u>
True (30)	50% (1)	100% (15)	100% (10)	100% (4)
False (1)	50% (1)	0% (0)	0% (0)	0% (0)

Notes: p = 0.0

Table 91		
<i>Barcelona: Cross Tab 3: English should be a required language course for students in schools.</i>		
	<u>2-4 languages</u>	<u>5+ languages</u>
True (30)	100% (25)	83% (5)
False (1)	0% (0)	17% (1)

Notes: p = 0.04

Table 92		
<i>Barcelona Cross Tab 3: More regions in Spain should be bilingual.</i>		
	<u>2-4 languages</u>	<u>5+ languages</u>
True (29)	100% (26)	75% (3)
False (1)	0% (0)	25% (1)

Notes: p = 0.01

Table 93		
<i>Barcelona Cross Tab 3: Language is an important part of communal identity.</i>		
	<u>2-4 languages</u>	<u>5+ languages</u>
True (36)	100% (30)	86% (6)
False (1)	0% (0)	14% (1)

Notes: p = 0.04

Table 94		
<i>Barcelona Cross Tab 3: There is a lack of national identity in Spain.</i>		
	<u>2-4 languages</u>	<u>5+ languages</u>
True (11)	100% (11)	75% (0)
False (13)	0% (8)	25% (5)

Notes: p = 0.02

Table 95		
<i>Barcelona Cross Tab 3: In Spain, different language groups happily co-exist.</i>		
	<u>2-4 languages</u>	<u>5+ languages</u>
True (18)	77% (17)	25% (1)
False (8)	23% (5)	75% (3)

Notes: p = 0.04

Table 96		
<i>Barcelona Cross Tab 2: There is not much interaction between the different linguistic regions in Spain.</i>		
	<u>2-3 languages</u>	<u>4-5+ languages</u>
True (7)	58% (6)	0% (1)
False (21)	42% (9)	100% (12)

Notes: p = 0.05

Native language. No data was found to be statistically significant.

Place of birth. The only question found to be significant was that students who were from Barcelona were more likely to believe that Catalan should be a required language course in schools (See Table 97).

Table 97		
<i>Barcelona: Catalan should be a required language course for students in schools.</i>		
	<u>Barcelonians</u>	<u>Non-Barcelonians</u>
True (26)	96% (22)	67% (4)
False (3)	4% (1)	33% (2)

Notes: p = 0.04

Language ability. No data was found to be statistically significant.

Parents' support. For this Cross Tab, there was no deviation in students' responses, as all but one student felt their parents believed it was important for them to learn languages other than those spoken at home.

Oxford

Oxford interview responses. Of the eight United States participants, all had English as their native language except for two students who had been born outside of the country, but both were fluent in English and possessed dual citizenship. One of these aforementioned students was born in Mexico and had been living in the United States for over ten years, and

the other was born in Thailand and had been living in the country for less than ten years. Of the Mississippians, two were advanced in Spanish, and including the Mexico-born participant, two of the non-Mississippians were advanced in Spanish as well. The other students had some knowledge of other foreign languages, but besides the Thai student, their self-professed level was no more than an estimated A or B1 (see Table 98).

Table 98			
<i>Language Proficiency: Mississippians and Non-Mississippians</i>			
	<u>Mississippians</u>	<u>Non-Mississippians</u>	<u>Total</u>
Bilingual	1 of 4	1 of 4	2 of 8
Ave. languages known	2	2.25	2.13
Advanced proficiency in English	4 of 4	4 of 4	8 of 8
B2+ proficiency in Spanish only	0 of 4	0 of 4	0 of 8
Advanced proficiency in Spanish	2 of 4	2 of 4	4 of 8

Among the eight interviewees, three identified themselves first as American (O1, O2, O7), one identified herself as an Alabamian (O3), another as Mississippian and a Southerner (O4), one said it depends on where they travel (O6), the Thai student (O8) identified herself as Thai and American, and the Mexico-born student (O5) provided the following response: “I’ve been struggling to answer that question myself... I feel American but sometimes I feel like I’m not American enough and I feel like I’m Mexican, but I’m not Mexican enough” (see Table 99).

Table 99			
<i>Identity: Mississippians and Non-Mississippians</i>			
	<u>Mississippians</u>	<u>Non-Mississippians</u>	<u>Total</u>
American	1 of 4	2 of 4	3 of 8
American and other nationality	0 of 4	1 of 4	1 of 8
State affiliation	0 of 4	1 of 4	1 of 8
State and regional affiliation	1 of 4	0 of 4	1 of 8
Unsure/it depends	2 of 4	0 of 4	2 of 8

When questioned about the quality of foreign language teaching, most students agree that improvement is needed. For instance, one issue that arose was the fact that not everyone in the United States begins learning foreign languages at the same time. Non-Mississippian

O1 began Spanish during elementary school, Mississippian O4 started at age fourteen, non-Mississippian O3 started in middle school, Mississippian O2 had only one full year of French in high school, and non-Mississippian O7's high school required only two years. However, although O1 had the opportunity to learn some Spanish in elementary school, he says it was not consistent. "A woman would come into our classroom like once every...month," he explains, "and would like speak to us for an hour in Spanish." Another difference between the students is the number of languages they were able to choose from in schools. Mississippian and Spanish learner O4 went to three different high schools, and each one offered students different languages: the first offered Spanish only, the second offered Latin or Spanish, and the third offered French, Latin, Spanish, and German. He summarizes, "I think...the diversity of the...languages in which you can learn...impedes upon students...wanting to learn other languages." Moreover, in some schools, foreign languages were not even required. In O1's middle school, for example, students could choose between Spanish or keyboarding. Even at the University of Mississippi, Mississippian O2 mentions that students can opt to take computer programming classes to fulfill the university's language requirement.

An additional challenge is the way in which languages are often approached in American schools, as many times, students view foreign language courses as merely a requirement to fulfill. Mississippian O2 says,

So, they're like trying to get 125 different kids through two different languages, or two semesters of languages, so it's like 'What can we do to make it easy for you?' You know? Like 'Count to 10 in my ear.' You know? Or...I don't know. Whatever. 'Say your favorite name and say your favorite dessert in...Spanish.' So...it was super easy stuff.

Non-Mississippian and Spanish learner O3 adds, "It's seen as like a 'easy A' class... I personally think that it should be regarded more as a core-curriculum course and less as an elective." And O4, a Mississippian and Spanish learner, notes, "I think that the teachers

themselves that usually teach the language seem a bit more disinterested. Especially in schools here in the South, in Mississippi, where many times the students are only taking the class in order to pass their requirements.” He says later that this problem is due to “a mix of...lack of enthusiasm as well as...importance not given to the idea...that a second language should be learned...”

Another concern that arose was the quality of language teachers found within the United States. On the one hand, a fair number of students were highly positive about their language learning experiences. Mississippian and French-learner O2 says,

My teacher was actually fluent in French, and so, she did a really good job I feel like of teaching... I wouldn't say she put it all together for us, but...I have to say that I think she did a really good job. Versus like my sisters or my brother taking Spanish, like they literally can say 'Burrito. Nacho. Taco'.

And Non-Mississippian O7 says,

Some were better than others...we had a couple teachers that were actually...from...Mexico somewhere...and...she spoke it really fluently, and she took it a little more seriously than the rest, and I think she's the one that helped me the most, probably...with learning Spanish.

Mississippian O6 also remarks, “The professors that I had here...in like the Spanish...classes were very enthusiastic about what they were teaching...Very enthusiastic and like they *wanted*...to share what they know and wanted other people to learn like this other language and stuff. So, I would say they were passionate about it.” Finally, non-Mississippian and Spanish learner O3 points out, “When I was in high school, I loved my teacher. I thought she was really good. But...there were...people who...like their teacher never spoke Spanish in the classroom...the quality you get depends on...obviously the teachers but also like...maybe your location.” On the other hand, Mexico-born O5 claims to have had a negative experience: “I can't speak for like the whole U.S., but for my school, whenever I was taking Spanish, I had...a really bad teacher...so her method was to learn...as many vocabulary words as you could...for some of that [sic] students, that didn't work out, and...I mean, they all failed

except for me.” This same student comments about her teacher’s incompetence in the classroom: “I raised my hand and I was like ‘Can I go to the bathroom?’ in Spanish. I mean...it’s AP, so everything is in Spanish, and she just stared at me like ‘What?’”

Moreover, although many students were able to master the basics, they now lack many vital, functional skills in the foreign languages they learned. Mississippian O6 says,

My high school, it was...sufficient enough to be able to...let’s say, if someone needed help...in the check-out line...at Wal-Mart or out in public, like enough to be able to get your point across. Basic stuff...not enough to be able to just like hold a full-out conversation.

And non-Mississippian, Spanish learner O1 adds,

I think it’s pretty bad...before going abroad, I thought I had a pretty good level of Spanish... And...once I got abroad and met...Germans and French people who were there studying Spanish but also spoke English almost flawlessly, it kinda...woke me up to wow, our language education in the U.S. is pretty terrible.

Non-Mississippian O3, who has also spent time abroad, admits that even while overseas with a group of other American students, she used more English than Spanish. “We tried for a couple months only speaking in Spanish,” she says, “and it...didn’t end up sticking.”

One plausible reason why foreign languages are seemingly inadequate in the United States is the lack of necessity to learn them. In other countries around the world, students must learn foreign languages (i.e. English) to increase the employment opportunities available to them. American workers, on the contrary, have less pressure to do so, as English is often spoken in other foreign countries. “We don’t...try to broaden our own horizons because it’s not an absolute necessity,” explains non-Mississippian O1. As Table 100 demonstrates, English is by far the dominate language among Oxford participants, and even the Spanish-English bilingual student claims she uses English more often than Spanish in her daily life.

Table 100			
<i>Language Most Used in Oxford by Interviewees</i>			
	<u>Mississippians</u>	<u>Non-Mississippians</u>	<u>Total</u>
English	4 of 4	3 of 4	7 of 8
Both English and Thai	0 of 4	1 of 4	1 of 8

Optimistically, during the interviews, many students were willing to offer ideas about how to improve foreign language teaching in the United States. For example, with regards to the need for better educators, non-Mississippian O1 suggests the country start by making foreign language compulsory and by raising teacher pay and recruiting “people who...are more equipped or who have better training.” Spanish-English bilingual O5 agrees, “I think we need more better prepared students...my school, Oxford High School...no one in the department knew Spanish, so they really couldn’t like test the professor to see like ‘Okay, so how well do you speak Spanish?’ They just hire her.” Mississippian O2 recommends more tutoring, language fairs, and “*comfortable*...and fun environments...not so much like uptight and scary.” Non-Mississippian, Spanish learner O3 recommends early exposure to foreign languages, echoing the thoughts of O7, O8, and O2, who believe that language should be introduced in schools as soon as students begin learning. Non-Mississippian O7 would like to see more fluent conversations in the classroom, and Mississippian, Spanish learner O4 believes that more immersion and building interest in the language would be helpful as well as emphasizing more the cultural aspect of language learning: “I would say give more precedence to...culture days in which they may be able to better participate with students looking to learn...events like maybe for Spanish, like salsa, or something like a dance and a party or something...” He adds later, “Maybe teaching kids certain things about the cultures... Getting them interested enough in it and that might promote them to learn the language...”

When asked about interactions with international students, most admitted to having little to no interaction with foreigners on campus. O1 says he interacts with “people that might be in my class, or...our fellow graduate students...but that’s really the extent of my

interaction with international students at Ole Miss.” One reason for this, he believes, is that many of the international groups are “very...isolated, insular within their...international student community...maybe they don’t try to integrate themselves into university life.” Likewise, O2 says he does not often interact with internationals “because I feel like they...a lot of times speak different languages and I don’t know the languages they speak.” Besides attending classes with a few Nepalian students, Non-Mississippian O7 says he does not interact with foreign students either, perhaps because, from his point of view, international students “don’t really *connect* or *conform* with anybody else...they mostly hang out outside of class with each other and they don’t...really hang out with anybody else.” Thailand-born O8 also does not interact much with foreign students, and she remarks that international students tend to “keep *close* to people who speak the same languages as they do...which is a *good...defense*-coping mechanism when they’re far away from home.” Likewise, Mexico-born O5 admits she does not interact with these students as well. During her interview, she tells a story about when she first began to rush for sororities on campus. She says that as a Hispanic, she was cautious about which sororities she pledged for. “They pretend to be very...open-minded,” she begins, “but in reality, they’re just...so...close-minded.” She adds, “Sororities are very strict on who they let in,” and in her opinion, most sororities “have like their own standard of girls that they want.” Mississippian O4 says that for him, interacting with internationals is “uncommon”; and like O1, he has noticed that internationals “tend to group together,” which may cause Americans students to not “understand the notion of reaching out and learning something else...” O4, like O5, has also remarked “animosity against anybody that speaks another language.” A Caucasian Southerner, in the past, he has worked in landscaping with Spanish-speakers and recounts examples of the animosity that he has witnessed:

There was a point...when I was landscaping because I could grow...facial hair, and...in the summer, I just got dark, and...I got confused as a Hispanic a couple times.

I had one woman come out, you know like literally yelling in very slow English to tell me not to do something. And of course, when I turned around and spoke to her in English, and said, ‘Yes, ma’am, I’ll do it,’ she jumped out of her skin because she didn’t realize I was an American.

He goes on to say that he believes this animosity is growing, and that it can hinder “that promotion of bilingualism.” Mississippian O6 agrees that a certain animosity is present, calling it the “we’re *better* than everyone else” outlook. O8, a bilingual Thai-English speaker, agrees that “America is very *set* in their...*mindset*.” In Oxford, she adds, she feels at ease, but when she goes to neighboring cities, she says, “Whenever...my sister and I speak in Thai...sometimes we do get like *side* looks or like *curious* looks...maybe *threatened* is kind of a...*strong* word, but...I definitely get like a *curious* look.”

On the other hand, non-Mississippian O3 says she frequently interacts with foreign students, and she and her roommate are heavily involved in the international program. She says, “We interact with them pretty regularly thanks to that...program...” On the other hand, like the previous respondents, she has also noticed a ‘closed-off-ness’ that is present, saying that internationals can “feel that it’s harder to make friends here because our culture’s a little more closed if you’re not from it.” Likewise, Mississippian O6 has frequently interacted with internationals—having had a Brazilian roommate for two years—and has helped to organize events for internationals such as outings to IHOP and game and movie nights. She says that while she believes American students should be pushed to attend more international events, she also feels that it is important for internationals to “step out of their comfort zone.” Nevertheless, she concedes, “I *think* that that’s understandable because if you’re in a foreign place, then...I’m pretty sure you’re gonna be drawn to people who are more similar to you and who *understand* you.” To conclude this section, as Table 101 shows, most Oxford students admitted to having limited interaction with international students.

Table 101			
<i>Do you often interact with internationals?</i>			
	<u>Mississippians</u>	<u>Non-Mississippians</u>	<u>Total</u>
Yes	<i>1 of 4</i>	<i>1 of 4</i>	<i>2 of 8</i>
No	<i>3 of 4</i>	<i>3 of 4</i>	<i>6 of 8</i>

When students were asked about the University of Mississippi's role in promoting intercultural events, although they recognized that some effort was being made, most agreed that more was needed to be done (see Table 102). "Overall," says non-Mississippian O1, "Ole Miss probably isn't that *diverse* internationally...the majority of students are similar, American, from...a lot of different states but essentially the South...whether they be white, black, Asian, Latino...most of them are pretty...homogenous in terms of their.....international experience and desire to be around international students." Mississippian O2 agrees, "As far as...I've seen, I haven't seen anything that promotes...as far as I can see, there's not like a ton of it." Non-Mississippian O3 concurs,

When I was an undergrad, I would say that it...is almost non-existent, the...foreign language...community. Because I just wasn't around it, and it's very hidden. Like I know that there's a huge Hispanic community, but I've never...been to like the Spanish church or...any programs regarding...like around that. So, I would say it...is a little more...unknown...then...to a lot of people here, I would say.

Thai-English bilingual O8 remarks,

The *school* itself allows freedom for people who speak other languages to have clubs...but...I'm not *sure* if they have like...an event, like a school-sponsored *event* for people of other cultures to gather. I'm not sure if they *do* have that. So, that would be...a nice change.

Non-Mississippian O7 agrees that more intermixing of students would be beneficial in conjunction with increasing advertising for international programs. Non-Mississippian, Spanish learner O3 concurs, "They don't advertise it, which I think...is a shame. Because there are lots of people especially in the Modern Language department, who...would love to go and help out." She adds later,

Multiculturally, I almost never see anything...on campus. Like there's...Hispanic Heritage Month... Other than that, I don't see anything kind of celebrating

multiculturalism... I didn't even *know* about study abroad or what was available to me until...one of my teachers mentioned it to me...it's very underrepresented on campus... I think that *that* needs to be *much* more widely communicated to students.

Spanish-English bilingual O5 says,

They try, but I feel like they need to try harder. Like...I know they have...I know there are a lot of groups out there, like the Latin-American Student Organization, the Vietnamese...Student Association. But...there's really not much...it's...*not enough* to attract people...so they could definitely try harder, in my opinion.

As further suggestions for improvement, O2 proposes using a buddy system at the University of Mississippi, where students would be paired with international students to help them adjust to their unfamiliar environment; and O3 recommends "having some way to ideally both integrate the international students and also somehow, in doing that, celebrate their being multicultural..." However, Mississippian O4 agrees with O5 in that the University is making some effort to "promote...contact with different cultures." Similarly, Mississippian O6 says, "I would say they do a pretty good job in that we're improving." And she adds,

There are these like clubs and organizations that are like cultural-based and whatnot, but there wasn't still a lot of interaction between like the Oxford students or like the American students and the others. So, I think that there could be more of a...push for that, like getting people to attend like those types of events... I think more stuff...prompting people to get out and interact...more and attend more of the events and...so we've still got some growing room, a lot of growing room, but I would say we are making efforts.

Table 102

<i>Does the University of Mississippi do enough to promote multiculturalism?</i>			
	<u>Mississippians</u>	<u>Non-Mississippians</u>	<u>Total</u>
Yes	<i>1 of 4</i>	<i>0 of 4</i>	<i>1 of 8</i>
No	<i>3 of 4</i>	<i>4 of 4</i>	<i>7 of 8</i>

Another potential reason for the divide that separates international students from American ones is the role that English plays in the United States and in the world. Because other countries often impel their citizens to master English, many Americans may not feel led to learn a second language. Mississippian O6 says that English is "like the main language here...it plays a *huge* role...*most* of the students who I've known that have...like...*come* here

to study abroad, they said that it was...like *mandatory* for them to learn English”. Non-Mississippian O7 agrees, “I would say it’s a *big* part of the United States...that’s how we *communicate*, and...a lot of other countries have begun to speak English or taken English as their second language just because it’s such a big part...now.” Mississippian O2 remarks,

It’s like the...language...of America. But...it’s kind of contradictory because we have, we’re called, you know, the...“melting pot” of...the world...but yet...we’re like “English is the language”...if we were the melting pot, I feel like we would all be speaking...so much [sic] more different languages.

Finally, Mississippian O4 believes that English is important enough in the United States “that they really should go ahead and officialize [sic] it as...the official language.”

Most Oxford students agreed that globally, English plays a very important role.

“Sadly,” says non-Mississippian O3, “I think that if you don’t speak English, it’s a lot harder to make it. It’s a lot harder to...succeed.” O1, also a non-Mississippian, concurs,

I think English in the world is kind of a...way for a lot of people to support their livelihood because...there’s so many interactions that people have in English...such a connector that people use it to help support themselves...it’s the language of commerce and the economy, and so I think while...you have every right to speak your own language, I think it’s difficult to live here...if you don’t speak English.

“English globally is an important language” adds O3; and Mississippian O4 says, “The United States’ influence has expanded...the influence of English-speakers through the rest of the world...its role within the world has become greater.” O5, a native Spanish-speaker, says likewise, “I think it plays a really major role...everybody...in Mexico or at least someone speaks English....there are a lot of tourists in Mexico that speak English, and so it’s a way for them to make money.” Mississippian O6 says that English is a “*huge* power force in the world,” particularly with regards to economics, trading, and policy. Thailand-born O8 notes that English serves as a medium of communication for people who speak other languages, although she amends, “I don’t wanna say that English *should* be *the* universal language, but I feel like at this rate, because...it’s *spoken* in so many...languages...I feel like it *should*...still stay as a universal language at the moment, although...maybe in the future, it may evolve.”

Non-Mississippian O7, however, considers English to be the preferred language for diverse cultures. “I would say it’s...the best,” he says, acknowledging that “*sharing* a language probably helps *relate* better.” Mississippian O2 is the only student with a diverging opinion, believing that English does not play “as big of a...part.” He explains, “As things have changed and things have shifted...I think it’s become less important, you know, ‘cause now we need to learn different languages to find out what’s going on in other countries.”

When questioned about bilingualism, all interviewees furnished positive perspectives. O1, a Spanish master’s student, says, “I see people that are learning...three, four languages, and...I’m like ‘Well, I only know two...I should push myself a little bit and try and study some more languages.’” He adds later,

I think bilingualism is really cool...I enjoy being able to speak two languages... I think it’s a great tool... I think it can broaden your professional horizons, your personal horizons... I think that we would benefit if more people...benefit as a country, as a community...if more people learned another language... I think it could change the way that we see the world and maybe see our *role* in the world...if you think of America as monolingual, kind of an isolated country... I think that the changing demographics too. That the growing Latino population in Texas, California, New York, Illinois...people will need to speak more than one language.

“I think that every person should be able to speak more than one language,” says

Mississippian O2. “I think that’s phenomenal because...learning from birth is the best place to start.” Non-Mississippian and Spanish learner O3 believes,

I think it’s *awesome*...there’s a *lot* of research studies out there that prove that you can like access...different...not different *parts* of your brain...in *general*...it’s a *positive* thing...it helps you with different *connections*, you’re forming more connections in your brain, which is how you learn, basically, and create memories... I think it’s...an amazing thing... I think that it a) helps you like widen, broaden your horizons just in general in the world, you just get more knowledge from learning about another culture and...it gives you opportunities to travel.

“I think it’s essential,” says Mississippian and Spanish learner O4. “It is becoming a greater and greater necessity that...people learn to understand ‘Others’” cultures and languages for...better relationships within the global community.” Mexico-born O5 says, “I *definitely* think...it puts a person at an advantage...of someone who only speaks one language, in my

opinion.” “I think bilingualism is...*awesome*,” says Mississippian O6. “I would think it’s pretty important, especially...like in the United States...especially in like a modernized, globalized...society...I would think it’s important for everybody to at least have some type of basic...understanding...of another language.” And non-Mississippian O7 says, “I would say that it’s definitely helpful...it allows you to communicate with people of different cultures...it allows you to be a little more open to other people.” Later, he adds, “I definitely think...it helps you...*welcome* or be more open to other cultures...it helps with *communicating*, and...you might be a little more comfortable around ‘em.” However, he cautions that this “takes a lot of work, and it’s a *change*...most people...they’re probably not gonna do it unless it’s something they’re passionate about.” O8, a Thai student, says about bilingualism, “Oh, I *like* it. I like it a *lot*. I feel like people should...speak more than one language. It opens up the mind... I feel like the more you learn, the more you know.”

On a different note, according to interviewees, compared to other parts of Mississippi, the city of Oxford appears to be somewhat unique for the American South. “The language environment is interesting because we have an international presence,” explains non-Mississippian O1, “the language community is more diverse in Oxford, especially when you compare it with the rest of Mississippi.” Mississippian O2 agrees,

It’s...one of the most...multilingual...centers of the state. I mean, I feel like there’s a lot of people that speak a lot of different languages because the fact that we have so many people come here...from different countries or different areas... I would say it’s definitely one of the most multilingual... now we have like a *ton* of international students...so I mean it’s morphing *into* what a college should be...multi-races, multi-cultures, multi-ethnicities...

However, Mississippian O4 notes that the “language environment in Oxford is...purely English...not so many...Hispanic speakers...there are no *other* foreign speakers...outside the university...there is not much spoken of any other language but English.” Mississippian O6 agrees, “I would say in Oxford, in general, just mainly English...then at the university...I see a lot of diversity in here. People speaking in different languages all the time.” O5, a native

Spanish-speaker, concurs, “I feel like everybody just speaks English...whenever I’m speaking in Spanish, I feel like people are just like looking at me...thinking that we’re talking about them.” Later, she adds, “As of right now, I feel like everybody speaks English.” O8, also a foreign-born American citizen, says, “Oxford is a pretty...*liberal* place compared to...the *rest* of Mississippi, so...my sister and I can *speak* Thai *freely*...without getting *looks*...”

Concerning the interview question about whether the United States could be bilingual, students’ responses were varied. Some participants, for example, consider it a definite possibility. “Oh, for sure,” says non-Mississippian O3. “I mean, ‘cause we’re already at like what? Fifteen, eighteen percent speak Spanish...it will get close to being half and half...” Bilingual O5 concurs, “*Yeah!* Actually, I do think so. One day. We’ll get there.” However, she modifies, “I feel like not everybody will be bilingual but have at least a little bit of knowledge about one language... Not necessarily Spanish.” Likewise, Mississippian O6 says, “I definitely think so...I feel like...our culture in general is shifting towards being more *inclusive*...and more just like wanting to...embrace other cultures...other languages.” Other students were more hesitant. “I *think* so,” says bilingual O8, “because people are coming in...from *Spanish*-speaking countries more... So, bilingualism will *hopefully* exceed...just monolingualism... I feel like the U.S. *might* become...a bilingual country...” Similarly, non-Mississippian O7 says, “*Potentially*. It is kinda a big *hope* for that to *happen*... It’d probably benefit everyone just to be able to understand foreign countries, and it might help with foreign policies a little better, and...getting along better, I think...then you can *connect* with everybody as opposed to just one other culture.” Mississippian O4, however, holds a contrary opinion: “Honestly, no,” he says. “I would love for it to be bilingual...but because of multicultural differences...through history, the way that the United States was formed, it would make it incredibly difficult to become bilingual” (See Table 103).

Table 103			
<i>Could the United States be English-Spanish bilingual?</i>			
	<u>Mississippians</u>	<u>Non-Mississippians</u>	<u>Total</u>
Yes	3 of 4	3 of 4	6 of 8
No	1 of 4	1 of 4	2 of 8

Oxford questionnaire responses. With the participation of Oxford interview respondents and the aid of professorial, collegial and student contacts, 98 were completely answered. Of 116 students who responded to the question, 39% were male and 61% were female. Most participants were between the ages of 18-24, about one-third had been born in Mississippi, 27% had spent three or months abroad, most spoke 1-2 languages, and about 87% identified their native language as English and about 3% as Spanish (see Table 104). Results have been rounded to the nearest whole number. In addition, ‘Not Applicable’ or ‘No Opinion’ responses were not taken into consideration with the analysis.

Table 104			
<i>Oxford, Mississippi Questionnaire Participants</i>			
<u>Surveys started</u>	134	<u>Self-Identification</u>	American: 63%
<u>Surveys completed</u>	98		Southern: 17%
			Mississippian: 10%
<u>Gender</u>	Male: 39%		Foreign: 5%
	Female: 61%		Other: 11%
<u>Age</u>	18-20: 47%	<u>Number of Languages</u>	1: 44%
	21-24: 34%		2: 45%
	25-29: 12%		3: 8%
	30+: 6%		4: 2%
			5+: 1%
<u>Place of Birth</u>	Mississippi: 36%	<u>Native Language</u>	English: 87%
	Other: 64%		Spanish: 3%
<u>Time Abroad (3+ months)</u>	Yes: 27%		Other: 10%
	No: 73%		

After the surveys were received, responses were examined using the following Cross Tab criteria in Qualtrics: gender, age, time abroad, number of languages spoken, place of birth, and parents’ support. Multiple Chi Squares were then conducted to determine whether

relationships in the data reached statistical significance ($p \leq 0.05$). Percentages were rounded to the nearest whole number.

Gender. With regards to participants' gender, males were more likely than females to describe the United States as monolingual, while females were more prone to labeling the country as multilingual with an English majority (see Table 105). Furthermore, females were more likely than males to agree that there is majority support in their community for bilingualism, that the United States should do more to promote bilingualism, that more communities should be bilingual, that people in the United States should know at least two languages, that Spanish courses should be required, and that Americans should know both English and a foreign language (see Tables 106-111). Finally, males were more likely than females to believe that K-12 classes should be monolingual with foreign language classes, while females were more divided between monolingual with foreign language classes or bilingual with foreign language classes (see Table 112).

Table 105		
<i>Oxford Gender: Personally, I would describe the United States as...</i>		
	<u>Male</u>	<u>Female</u>
Monolingual (4)	7% (3)	1% (1)
Monolingual with language minorities (44)	50% (22)	32% (22)
Multilingual (9)	2% (1)	12% (8)
Multilingual with an English majority (56)	41% (28)	55% (38)

Notes: $p = 0.04$

Table 106		
<i>Oxford: There is majority support in my community for bilingualism.</i>		
	<u>True</u>	<u>False</u>
Male (33)	24% (8)	76% (24)
Female (43)	56% (25)	44% (19)

Notes: $p = 0.01$

Table 107		
<i>Oxford Gender: The United States should do more to promote bilingualism.</i>		
	<u>True</u>	<u>False</u>
Male (33)	79% (26)	21% (7)
Female (50)	98% (49)	2% (1)

Notes: p = 0.00

Table 108		
<i>Oxford Gender: More communities in the United States should be bilingual.</i>		
	<u>True</u>	<u>False</u>
Male (32)	72% (23)	28% (9)
Female (48)	94% (45)	6% (3)

Notes: p = 0.01

Table 109		
<i>Oxford Gender: People living in the United States...</i>		
	<u>Only need to know one language.</u>	<u>Should know at least two languages.</u>
Male (41)	41% (17)	59% (24)
Female (60)	22% (13)	78% (47)

Notes: p = 0.03

Table 110		
<i>Oxford Gender: Spanish courses should be required for students.</i>		
	<u>True</u>	<u>False</u>
Male (32)	28% (9)	72% (23)
Female (56)	55% (50)	45% (6)

Notes: p = 0.02

Table 111		
<i>Oxford Gender: Americans should know both English and a second/foreign language.</i>		
	<u>True</u>	<u>False</u>
Male (34)	74% (25)	26% (9)
Female (48)	92% (44)	8% (4)

Notes: p = 0.03

Table 112		
<i>Oxford Gender: K-12 classes should be...</i>		
	<u>Male</u>	<u>Female</u>
Monolingual (5)	3% (1)	7% (4)
Bilingual (11)	10% (4)	12% (7)
Bilingual with foreign language classes (25)	13% (5)	34% (20)
Monolingual with foreign language classes (58)	75% (30)	47% (28)

Notes: p = 0.04

Age. For the online questionnaire, Oxford students' ages were divided into the following categories: 18-20, 21-24, 25-29, and 30+. As with Fribourg and Barcelona, the 30+

age range was excluded for the analysis, and the following three Cross Tabs were created to compare the following age groups: 18-20, 21-24, and 25-29; 18-24 and 25-29; and 18-20 and 21-29. Of the three, only the third Cross Tab was found to be statistically significant, and only one response had a p-value that was less than or equal to 0.05. As Table 113 shows, students ages 18-20 were more likely to believe that people who speak more than one language are friendlier than students ages 21-29.

Table 113		
<i>Oxford: People who speak more than one language are friendlier than people who speak only one language.</i>		
	<u>18-20</u>	<u>21-29</u>
True (19)	44% (12)	21% (15)
False (42)	56% (7)	79% (27)

Notes: p = 0.05

Time Abroad. People who had spent time abroad were most likely to answer that people who speak more than one language are more intelligent than people who only speak one language, that people perform better in school if they have a bilingual education, and that foreign language courses should be required for students (see Tables 114-116).

Table 114		
<i>Oxford: People who speak more than one language are more intelligent...</i>		
	<u>True</u>	<u>False</u>
Have spent time abroad (23)	48% (11)	52% (12)
Have not spent time abroad (56)	25% (14)	75% (42)

Notes: p = 0.05

Table 115		
<i>Oxford Time Abroad: People perform better in school if they have a bilingual education.</i>		
	<u>True</u>	<u>False</u>
Have spent time abroad (20)	85% (17)	15% (3)
Have not spent time abroad (47)	53% (25)	47% (22)

Notes: p = 0.01

Table 116		
<i>Oxford Time Abroad: Foreign language courses should be required for students.</i>		
	<u>True</u>	<u>False</u>
Have spent time abroad (26)	88% (23)	12% (3)
Have not spent time abroad (68)	69% (47)	31% (21)

Notes: p = 0.05

Number of Languages Spoken. For this analysis, three Cross Tabs were created to compare the following number of languages known: 1, 2, 3, 4, and 5+; 1-2 and 3-5+; and 1-3 and 4-5+. It was found that people who spoke more languages were more likely to believe that people perform better if they have a bilingual education, that people in the United States should know at least two languages, that it is important for them to speak at least two languages and that they enjoy learning other languages, that foreign language courses should be required, and that Americans should know both English and a second language (see Tables 117-122). This group was also more likely to express parental support and to favor K-12 classes being either bilingual or bilingual with foreign language classes (see Tables 123-124).

Table 117		
<i>Oxford Languages: People perform better in school if they have a bilingual education.</i>		
	<u>1-2 languages</u>	<u>3-5+ languages</u>
True (41)	55% (31)	100% (10)
False (25)	45% (25)	0% (0)

Notes: p = 0.01

Table 118		
<i>Oxford Cross Tab 2: People living in the United States...</i>		
	<u>1-2 languages</u>	<u>3-5+ languages</u>
Only need to know one language (29)	33% (29)	0% (0)
Should know at least two languages (71)	67% (60)	100% (11)

Notes: p = 0.02

Table 119		
<i>Oxford Cross Tab 3: It is important for me to speak at least two languages.</i>		
	<u>1-3 languages</u>	<u>4-5+ languages</u>
True (67)	60% (18)	91% (39)
False (17)	40% (12)	9% (4)

Notes: p = 0.00

Table 120		
<i>Oxford Cross Tab 3: I enjoy learning other languages.</i>		
	<u>1-3 languages</u>	<u>4-5+ languages</u>
True (80)	79% (27)	95% (42)
False (9)	21% (7)	5% (2)

Notes: p = 0.02

Table 121					
<i>Oxford Languages: Foreign language courses should be required for students.</i>					
	<u>1 language</u>	<u>2 languages</u>	<u>3 languages</u>	<u>4 languages</u>	<u>5 languages</u>
True (69)	59% (13)	82% (36)	100% (8)	100% (1)	100% (1)
False (24)	41% (22)	18% (8)	0% (0)	0% (0)	0% (0)

Notes: p = 0.05

Table 122		
<i>Oxford Cross Tab 3: Americans should know both English and a second/foreign language.</i>		
	<u>1-3 languages</u>	<u>4-5+ languages</u>
True (69)	73% (24)	90% (35)
False (13)	27% (9)	10% (4)

Notes: p = 0.04

Table 123		
<i>Oxford Cross Tab 2: My parents feel it is very important for me to learn other languages.</i>		
	<u>1-2 languages</u>	<u>3-5+ languages</u>
True (50)	62% (39)	100% (11)
False (24)	38% (24)	0% (0)

Notes: p = 0.01

Table 124		
<i>Oxford Languages: K-12 classes should be...</i>		
	<u>1-2 languages</u>	<u>3-5+ languages</u>
Monolingual (5)	6% (5)	0% (0)
Bilingual (11)	9% (8)	27% (3)
Bilingual with foreign language classes (25)	22% (19)	55% (6)
Monolingual with foreign language classes (57)	63% (55)	18% (2)

Notes: p = 0.01

Place of Birth. People who had been born in Mississippi were less likely to answer that people perform better if they have a bilingual education, that it is important for them to speak at least two languages, and that foreign language courses should be required for students (see Tables 125-127). They were also more likely to select that there is a lack of

national identity in the United States and less likely to believe that it is easy to get along with foreign language-speakers (see Tables 128-129).

Table 125		
<i>Oxford Place of Birth: People perform better if they have a bilingual education.</i>		
	<u>Mississippians</u>	<u>Non-Mississippians</u>
True (42)	43% (9)	72% (33)
False (25)	57% (12)	28% (13)

Notes: $p = 0.02$

Table 126		
<i>Oxford Place of Birth: It is important for me to speak at least two languages.</i>		
	<u>Mississippians</u>	<u>Non-Mississippians</u>
True (67)	62% (16)	86% (51)
False (18)	38% (10)	14% (8)

Notes: $p = 0.01$

Table 127		
<i>Oxford Place of Birth: Foreign language courses should be required for students.</i>		
	<u>Mississippians</u>	<u>Non-Mississippians</u>
True (70)	59% (19)	82% (51)
False (24)	41% (13)	18% (11)

Notes: $p = 0.02$

Table 128		
<i>Oxford: There is a lack of national identity in the United States.</i>		
	<u>Mississippians</u>	<u>Non-Mississippians</u>
True (26)	57% (16)	19% (10)
False (55)	43% (12)	81% (43)

Notes: $p = 0.00$

Table 129		
<i>Oxford: It is easy to get along with foreign language-speakers.</i>		
	<u>Mississippians</u>	<u>Non-Mississippians</u>
True (64)	85% (17)	98% (46)
False (4)	15% (3)	2% (1)

Notes: $p = 0.04$

Parents' Support. Firstly, participants who expressed having parental support were more likely to describe the United States as multilingual with an English majority, whereas the other students were split between monolingual, monolingual with language minorities,

and multilingual with an English majority (see Table 130). Secondly, these students were more likely to believe that people perform better in school if they have a bilingual education, that people that speak more than one language are more hard-working than people who speak only one language, that it is important for them to speak at least two languages, and that they enjoy learning other languages (see Tables 131-134). Additionally, they were more apt to agree that the United States should do more to promote bilingualism, that more communities in the United States should be bilingual, that people living in the United States should know at least two languages, that there should be more cultural activities and programs available in other foreign languages, that Spanish and foreign language courses should be required, that Americans should know both English and a foreign language, that they would like their children to know a foreign language, that foreign language learning should begin in or before primary school, and that they find foreign languages to be beautiful languages (see Tables 135-144).

Table 130

Oxford Parents: Personally, I would describe the United States as...

	<u>Parents' Support</u>	<u>No parental support</u>
Monolingual (4)	0% (0)	16% (4)
Monolingual with language minorities (26)	34% (17)	36% (9)
Multilingual (5)	6% (3)	8% (2)
Multilingual with an English majority (40)	60% (30)	40% (10)

Notes: $p = 0.02$

Table 131

Oxford Parents: People perform better if they have a bilingual education.

	<u>Parents' Support</u>	<u>No parental support</u>
True (34)	76% (29)	33% (5)
False (19)	24% (9)	67% (10)

Notes: $p = 0.00$

Table 132

Oxford Parents: People that speak more than one language are more hard-working than people...

	<u>Parents' Support</u>	<u>No parental support</u>
True (13)	32% (12)	6% (1)
False (42)	68% (25)	94% (17)

Notes: $p = 0.03$

Table 133

Oxford Parents: It is important for me to speak at least two languages.

	<u>Parents' Support</u>	<u>No parental support</u>
True (54)	91% (42)	60% (12)
False (12)	9% (4)	40% (8)

Notes: $p = 0.00$

Table 134

Oxford Parents: I enjoy learning other languages.

	<u>Parents' Support</u>	<u>No parental support</u>
True (64)	98% (47)	81% (17)
False (5)	2% (1)	19% (4)

Notes: $p = 0.01$

Table 135

Oxford Parents: The United States should do more to promote bilingualism.

	<u>Parents' Support</u>	<u>No parental support</u>
True (56)	100% (41)	75% (15)
False (5)	0% (0)	25% (5)

Notes: $p = 0.00$

Table 136

Oxford Parents: More communities in the United States should be bilingual.

	<u>Parents' Support</u>	<u>No parental support</u>
True (51)	93% (38)	72% (13)
False (8)	7% (5)	28% (3)

Notes: $p = 0.03$

Table 137

Oxford Parents: People living in the United States...

	<u>Parents' Support</u>	<u>No parental support</u>
Only need to know one language (22)	20% (10)	48% (12)
Should know at least two languages (53)	80% (40)	52% (13)

Notes: $p = 0.01$

Table 138

Oxford Parents: There should be more cultural activities and programs available in other foreign languages.

	<u>Parents' Support</u>	<u>No parental support</u>
True	91%	70%
False	9%	30%

Notes: $p = 0.03$

Table 139

Oxford Parents: Spanish courses should be required for students.

	<u>Parents' Support</u>	<u>No parental support</u>
True (54)	50% (40)	23% (14)
False (10)	50% (4)	77% (6)

Notes: $p = 0.04$

Table 140

Oxford Parents: Foreign language courses should be required for students.

	<u>Parents' Support</u>	<u>No parental support</u>
True (52)	88% (42)	43% (10)
False (19)	13% (6)	57% (13)

Notes: $p = 0.00$

Table 141

Oxford Parents: Americans should know both English and a second/foreign language.

	<u>Parents' Support</u>	<u>No parental support</u>
True (50)	93% (38)	57% (12)
False (12)	7% (9)	43% (3)

Notes: $p = 0.00$

Table 142

Oxford Parents: I would like my children to know another foreign language.

	<u>Parents' Support</u>	<u>No parental support</u>
True (64)	100% (49)	79% (15)
False (4)	0% (0)	21% (4)

Notes: $p = 0.00$

Table 143

Oxford Parents: Foreign language learning should begin in/before primary school.

	<u>Parents' Support</u>	<u>No parental support</u>
True (65)	98% (48)	81% (17)
False (5)	2% (1)	19% (4)

Notes: $p = 0.01$

Table 144		
<i>Oxford Parents: I find foreign languages to be beautiful languages.</i>		
	<u>Parents' Support</u>	<u>No parental support</u>
True (61)	100% (43)	90% (18)
False (2)	0% (0)	10% (2)

Notes: $p = 0.04$

Inter-Country Questionnaire Results

Between Fribourg, Barcelona, and Oxford, most respondents were female, and most respondents were current university students (see Tables 145-146). For Fribourg participants, most were between the ages of 21-24, and for Barcelona and Oxford, most were between the ages of 18-20 (see Table 147). In Fribourg and Oxford, most students were from outside of Fribourg or outside of Mississippi, while in Barcelona, most students were from the Barcelona region (see Table 148). The greatest number of students who had spent considerable time abroad were from Fribourg, and more students from the University of Mississippi had spent time abroad than had students from Barcelona (see Table 149). Overall, the greatest percentage of students who spoke three languages were from Fribourg and Barcelona, while students from Oxford typically spoke 1-2 languages (see Table 150). In Fribourg, most people spoke French as their mother tongue, while most people spoke English as their mother tongue in Oxford. Contrarily, in Barcelona, the students were split almost equally between Catalan and Castilian Spanish (see Table 151).

Table 145		
<i>Participant Gender by City</i>		
	<u>Male</u>	<u>Female</u>
Fribourg (80)	28%	73%
Barcelona (47)	17%	83%
Oxford (116)	39%	61%

Table 146

Educational Status by City

	<u>Current student</u>	<u>Recent graduate</u>	<u>Current exchange student</u>	<u>Other</u>
Fribourg (81)	86%	2%	2%	9%
Barcelona (45)	85%	0%	2%	13% (professor)
Oxford (116)	97%	1%	1%	1% (graduate asst.)

Table 147

Age by City

	<u>18-20</u>	<u>21-24</u>	<u>25-29</u>	<u>30+</u>
Fribourg (80)	18%	59%	16%	8%
Barcelona (41)	64%	17%	6%	13%
Oxford (109)	47%	35%	12%	6%

Table 148

Place of Birth by City

	<u>Within city/region/state</u>	<u>Outside city/region/state</u>
Fribourg (80)	30%	70%
Barcelona (46)	72%	28%
Oxford (116)	36%	64%

Table 149

Experience Living Abroad by City

	<u>Yes</u>	<u>No</u>
Fribourg (80)	38%	62%
Barcelona (44)	23%	77%
Oxford (116)	27%	73%

Table 150

Languages Spoken by City

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5+</u>
Fribourg (81)	7 %	20%	35%	28 %	10%
Barcelona (44)	0%	10%	45%	27%	18 %
Oxford (115)	44%	45%	8%	2%	1%

Table 151

Mother Tongue by City

	<u>French</u>	<u>German</u>	<u>Italian</u>	<u>Romansh</u>	<u>English</u>	<u>Other</u>
Fribourg (77)	67%	16 %	4%	0%	2%	11%
Barcelona (59)	<u>Catalan</u> 48%	<u>Castilian Spanish</u> 49%		<u>English</u> 0%	<u>Other</u> 3%	
Oxford (117)	<u>English</u> 87%		<u>Spanish</u> 3%		<u>Other</u> 10%	

As can be seen in Figure 4, Barcelona appears to be more bilingual than Fribourg, as nearly all students spoke both Catalan and Castilian Spanish fluently compared to French-dominant Fribourg. Conversely, students in Oxford had relatively little knowledge of Spanish (see Figures 5-6). For clarification and analysis, due to differences in the number of questionnaire respondents from each city, all data in the figures that follow have been calculated to the nearest percent. For all bar graphs, unless otherwise specified, the numbers represent the number of participants who responded to each answer choice.

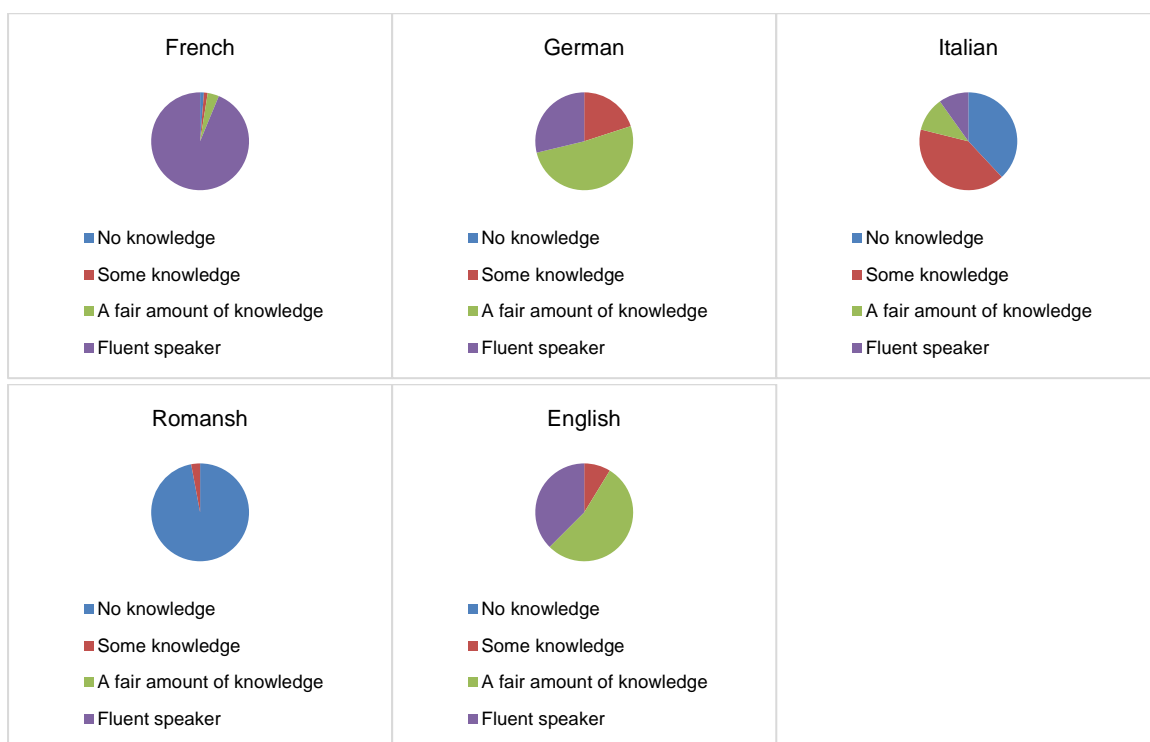


Figure 4. Language Level in Fribourg



Figure 5. Language Level in Barcelona

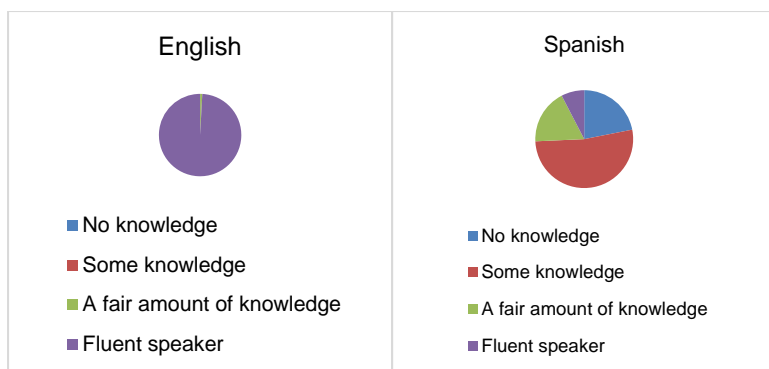


Figure 6. Language Level in Oxford

Compared to Fribourg, Barcelona seems to be more intentional about teaching both Catalan and Castilian Spanish as native languages, while it appears that German is taught more as a foreign language in Fribourg. Also, it appears that English is introduced earlier in Barcelona than in Fribourg. In Oxford, only English is taught as a native language, while foreign languages are most frequently introduced in secondary school (see Figures 7-9).

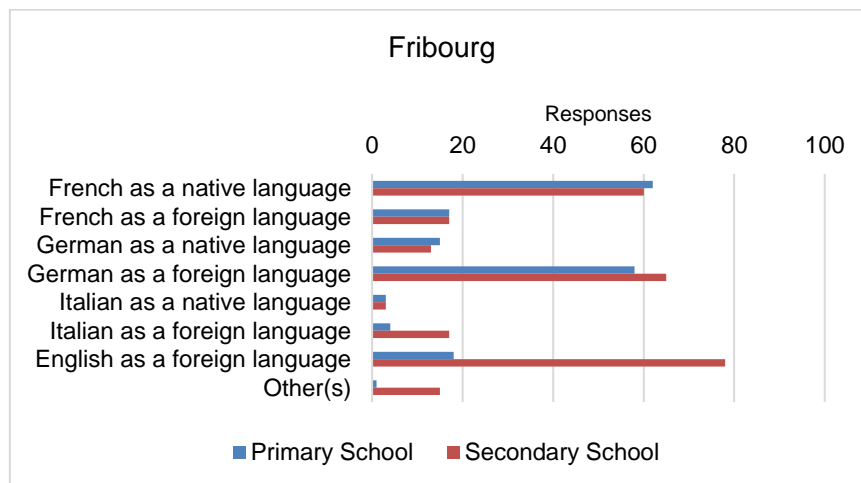


Figure 7. Languages Taught in Fribourg

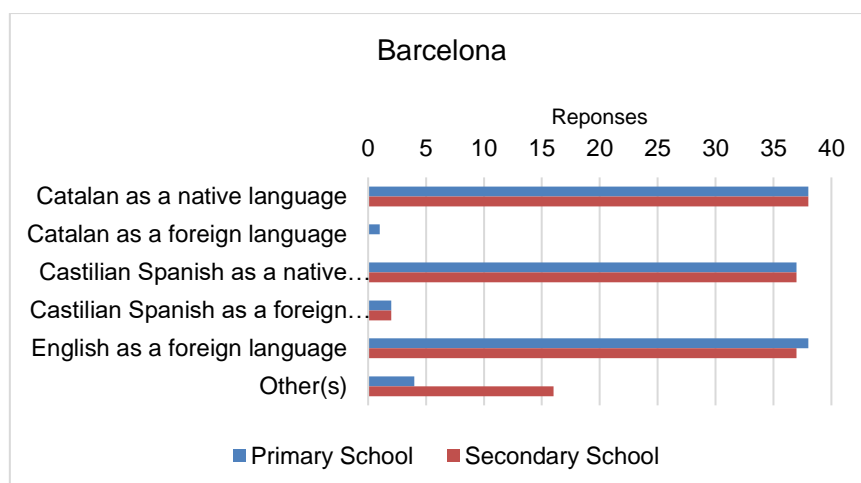


Figure 8. Languages Taught in Barcelona

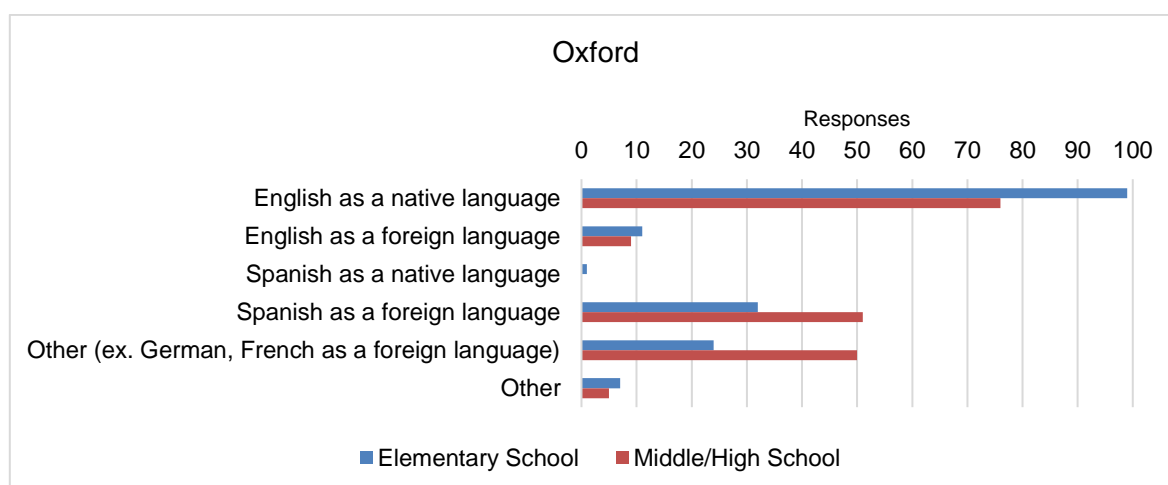


Figure 9. Languages Taught in Oxford

In general, students in Fribourg were more positive about French language classes than German ones, while Barcelonians were positive about both Catalan and Castilian, although they regarded English language classes as being generally poor. In Oxford, there seems to be an increase in the quality of foreign language teaching when students transitioned from primary to secondary school (see Figures 10-20).

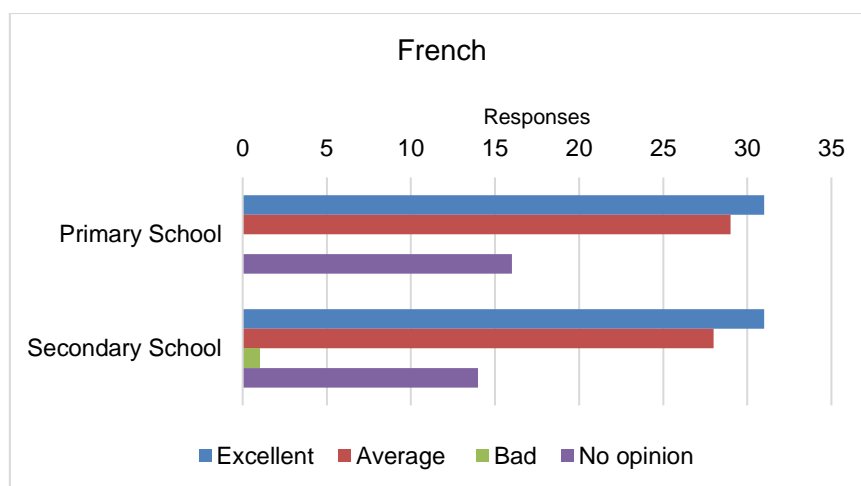


Figure 10. Perspectives on Foreign Languages Taught in Fribourg (French)

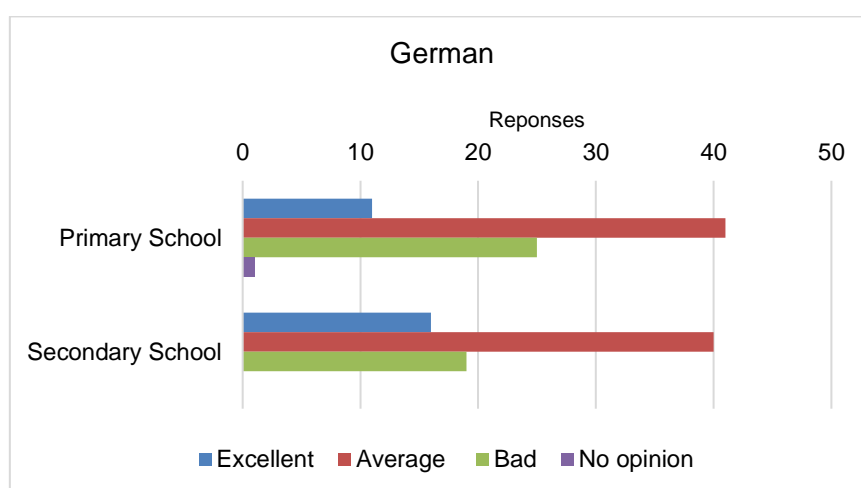


Figure 11. Perspectives on Foreign Languages Taught in Fribourg (German)

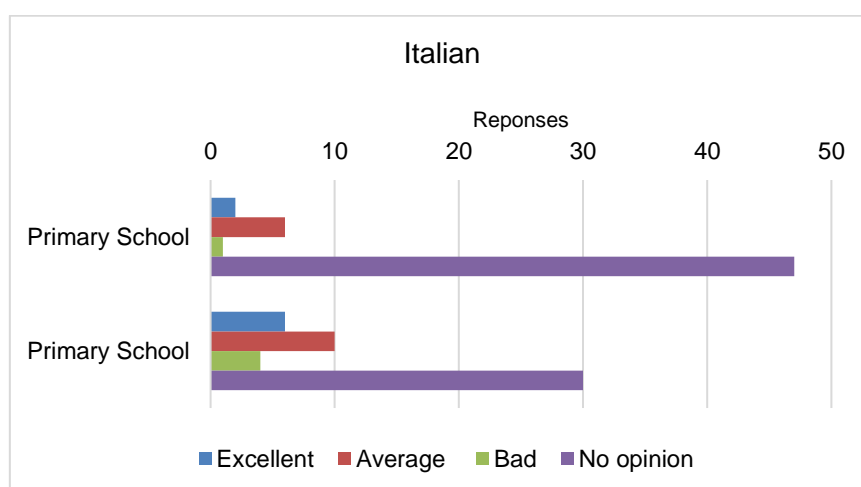


Figure 12. Perspectives on Foreign Languages Taught in Fribourg (Italian)

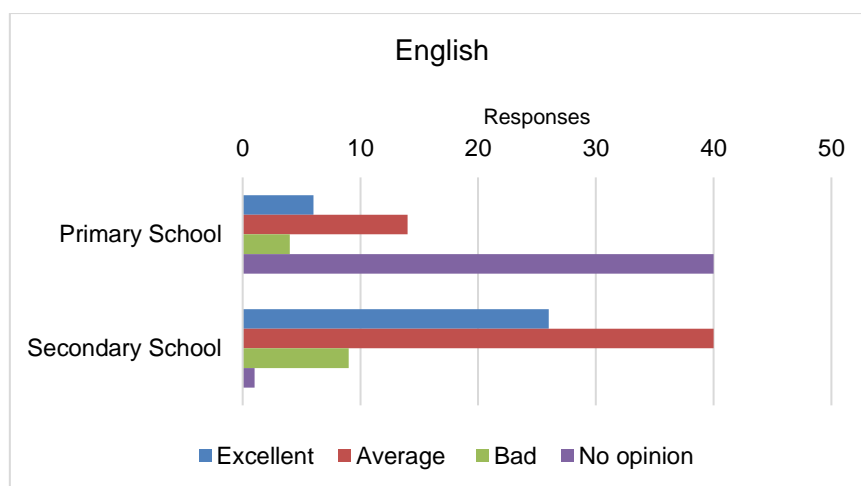


Figure 13. Perspectives on Foreign Languages Taught in Fribourg (English)

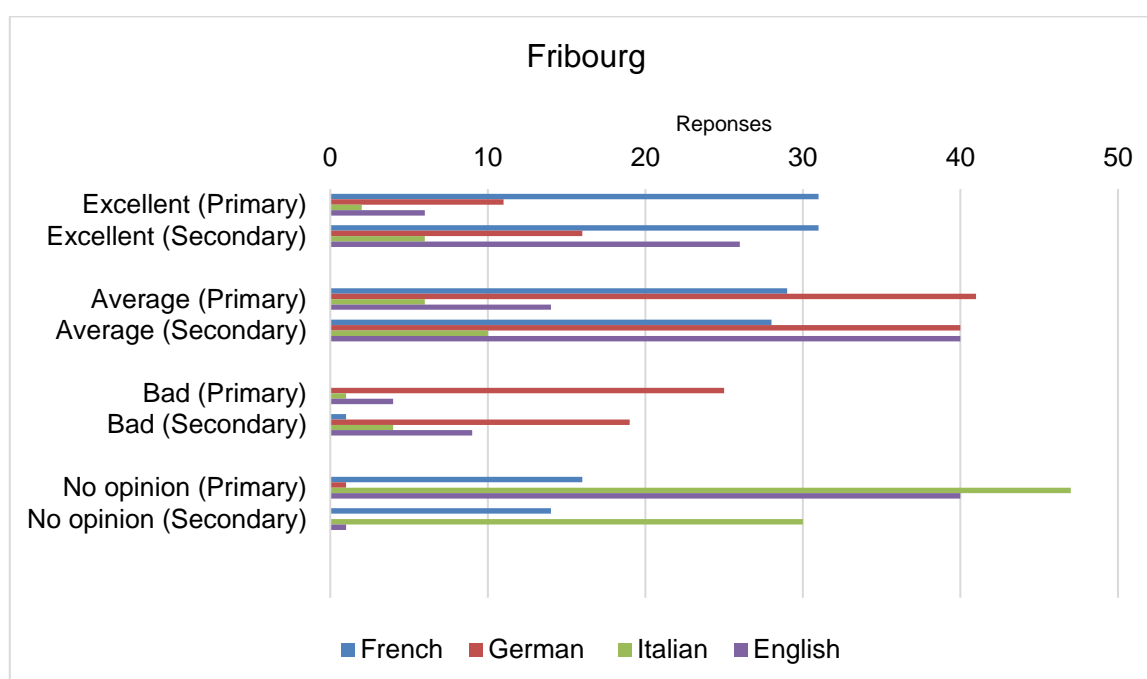


Figure 14. Perspectives on Foreign Languages Taught in Fribourg in Primary and Secondary School

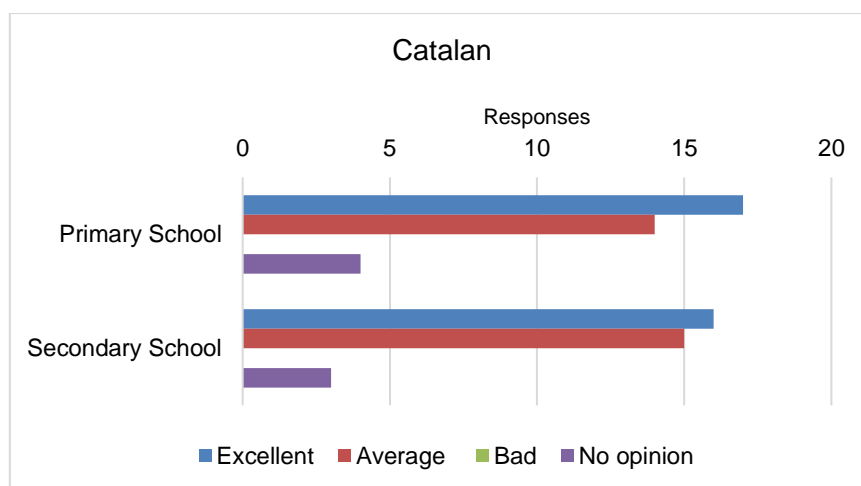


Figure 15. Perspectives on Foreign Languages Taught in Barcelona (Catalan)

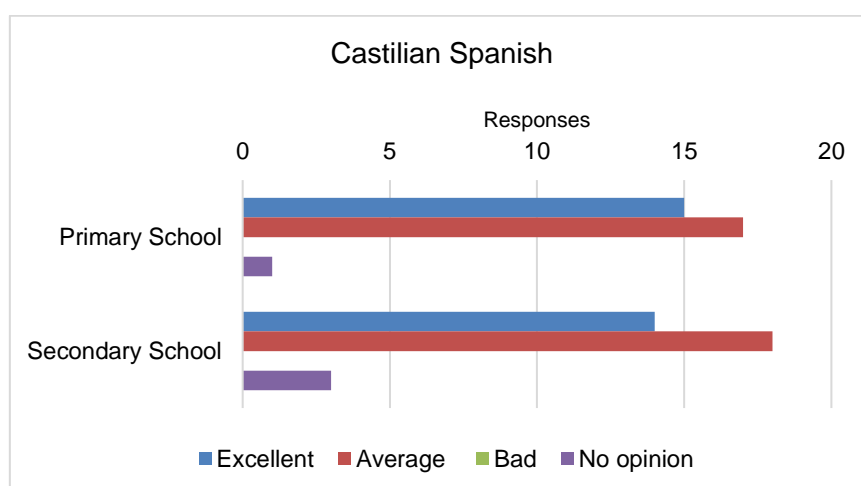


Figure 16. Perspectives on Foreign Languages Taught in Barcelona (Castilian Spanish)

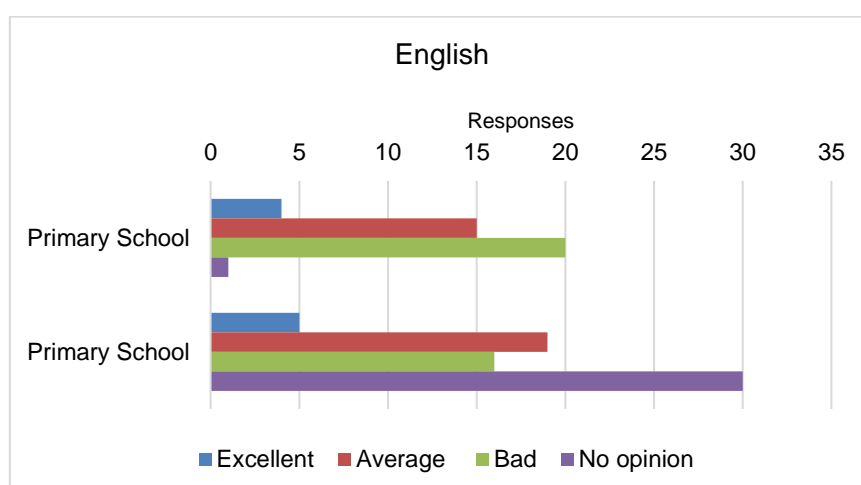


Figure 17. Perspectives on Foreign Languages Taught in Barcelona (English)

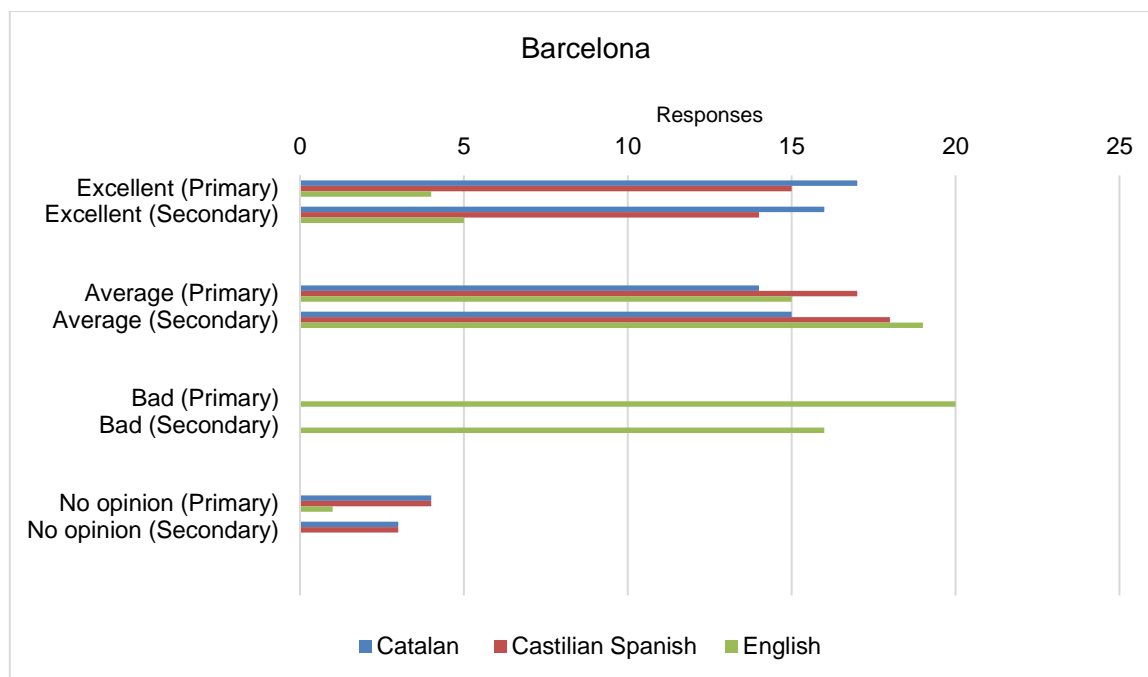


Figure 18. Perspectives on Foreign Languages Taught in Barcelona in Primary and Secondary School

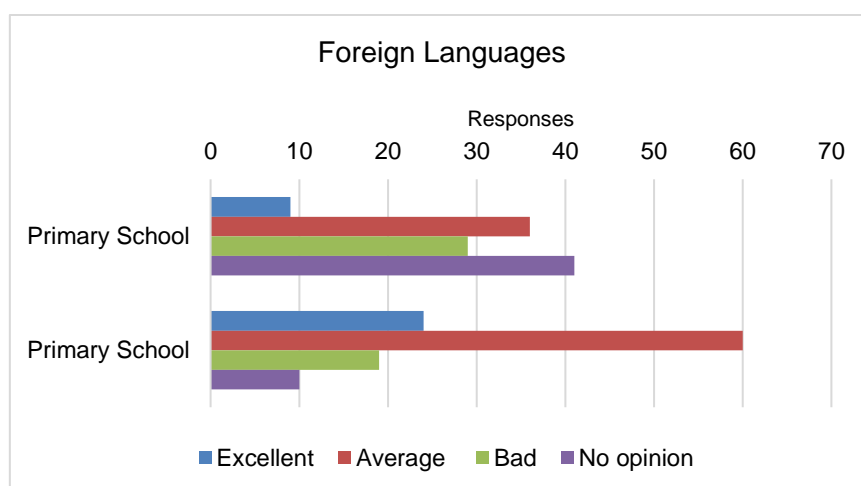


Figure 19. Perspectives on Foreign Languages Taught in Oxford

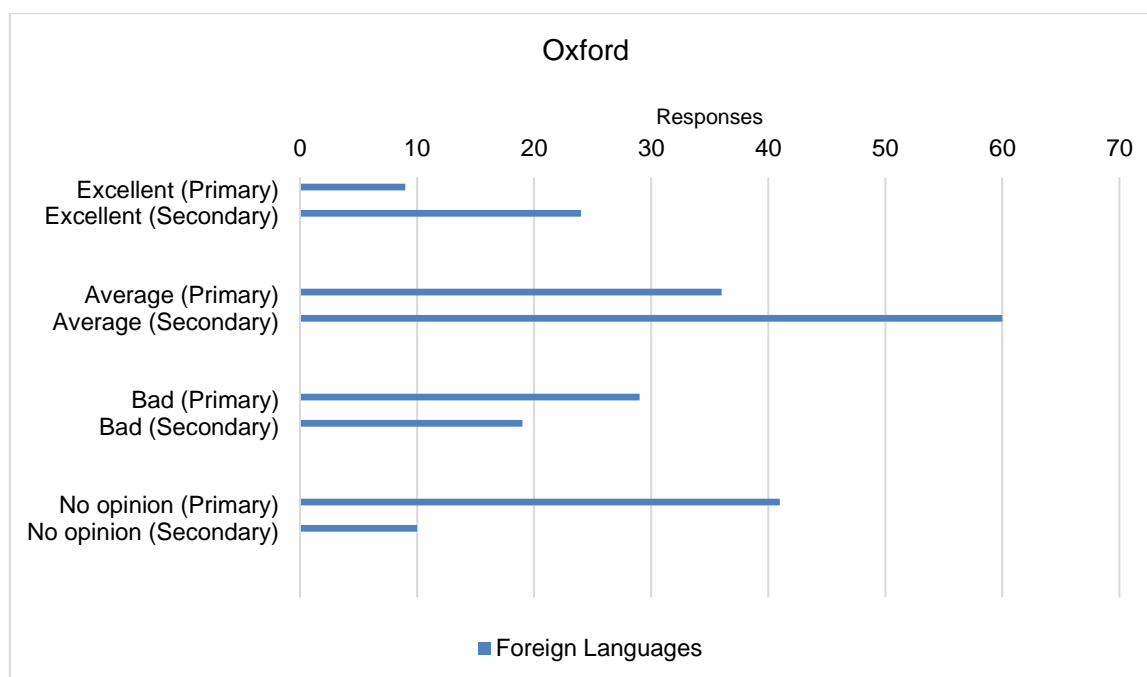


Figure 20. Perspectives on Foreign Languages Taught in Oxford in Primary and Secondary School

Also compared to Fribourg and Oxford, in Barcelona, there seems to be a more equal balance between Catalan and Castilian Spanish than between French and German or English and other languages (see Figures 21-23).

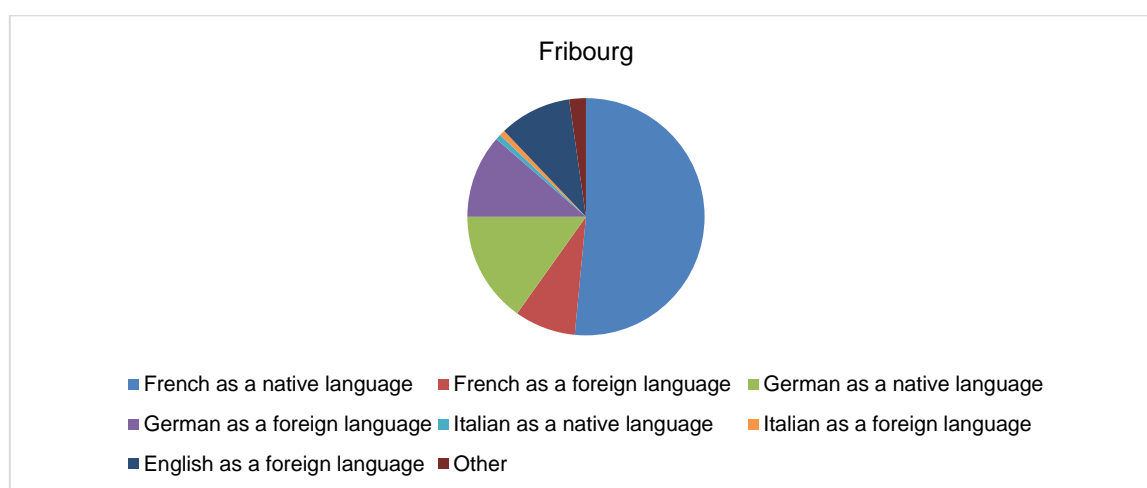


Figure 21. Language of Study in Fribourg



Figure 22. Language of Study in Barcelona

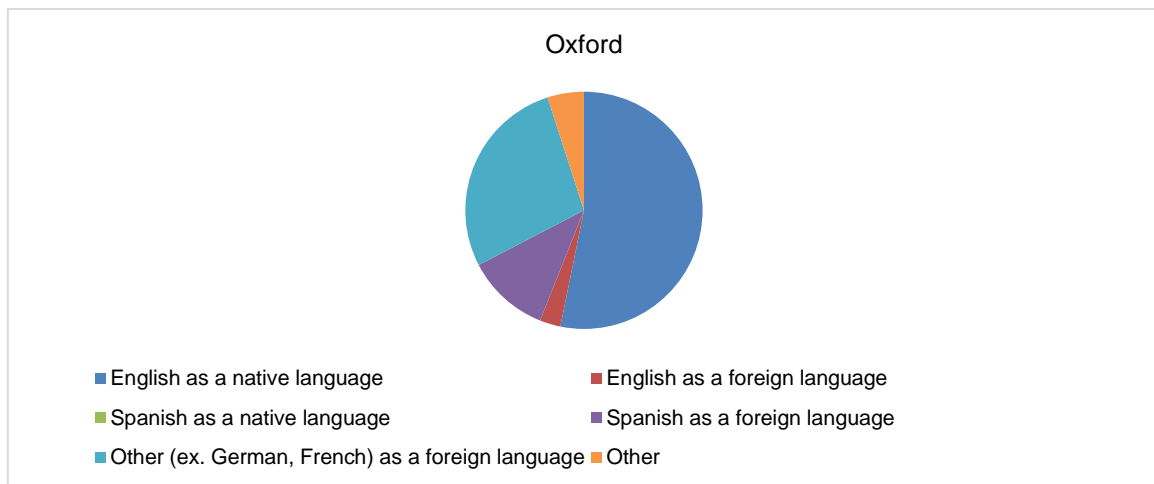


Figure 23. Language of Study in Oxford

At the university level, in Fribourg, French teaching was generally viewed more positively than German language teaching, while English was considered less positive in Barcelona. In Oxford, students had a relatively positive outlook toward foreign language teaching at the university (see Figures 24-26).

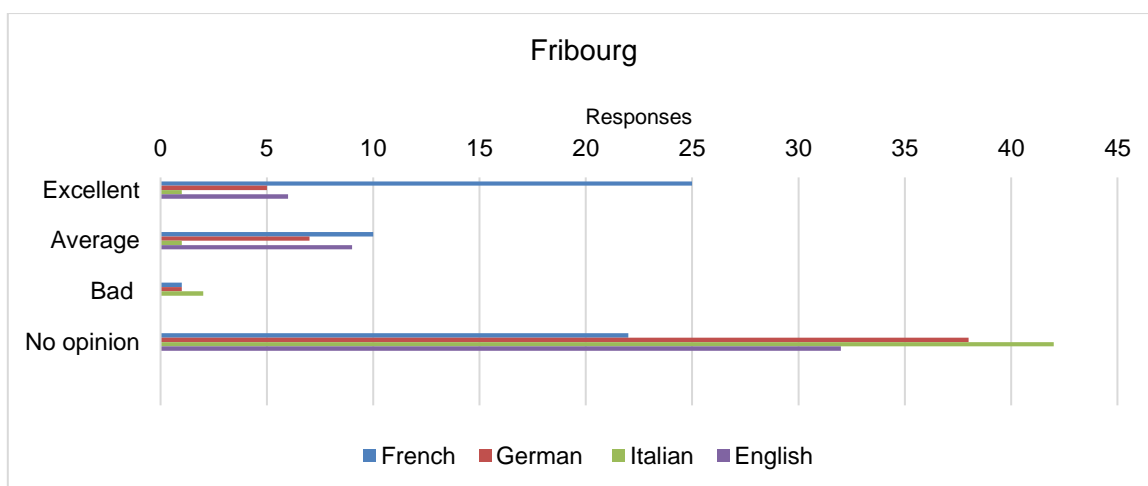


Figure 24. Perspectives on Language Classes in Fribourg

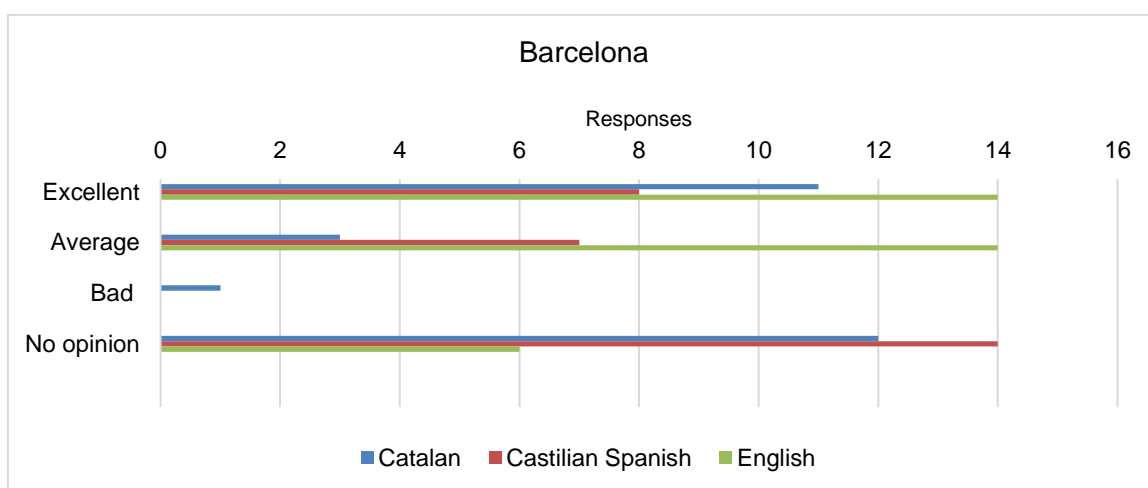


Figure 25. Perspectives on Language Classes in Barcelona

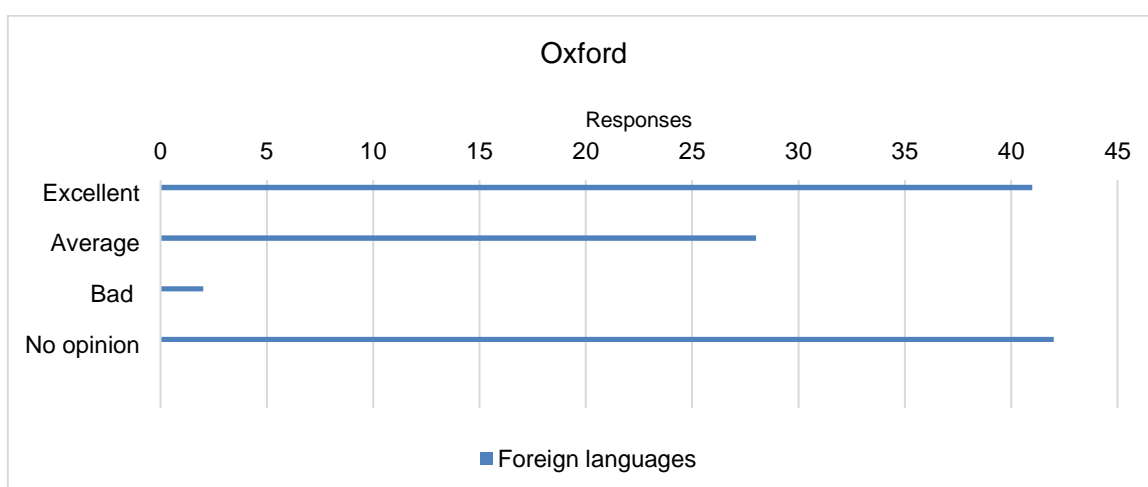


Figure 26. Perspectives on Language Classes in Oxford

Regarding the cities' categorization, Fribourg was generally regarded by students as bilingual with a Francophone majority, Barcelona as bilingual, and Oxford as multilingual with an English majority (see Figure 27).

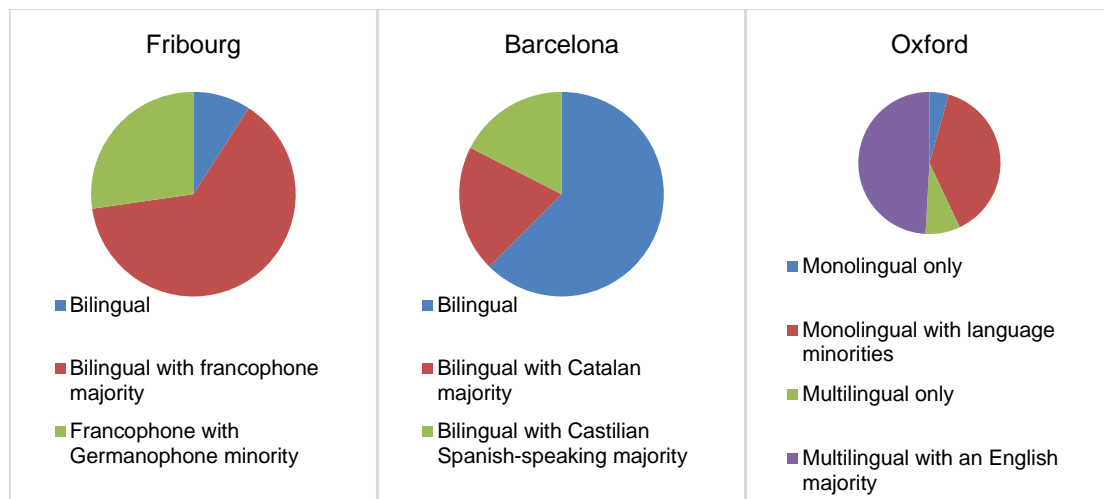


Figure 27. Perspectives on Language Environment

In terms of bilingualism, in Fribourg, the German language's importance was less apparent than French's. In fact, according to respondents, English nearly exceeded German in importance. In Barcelona, however, Catalan, Castilian, and English were all important; and in Oxford, both English and Spanish were important as well, although English was perceived as being more important than Spanish (see Figures 28-37).

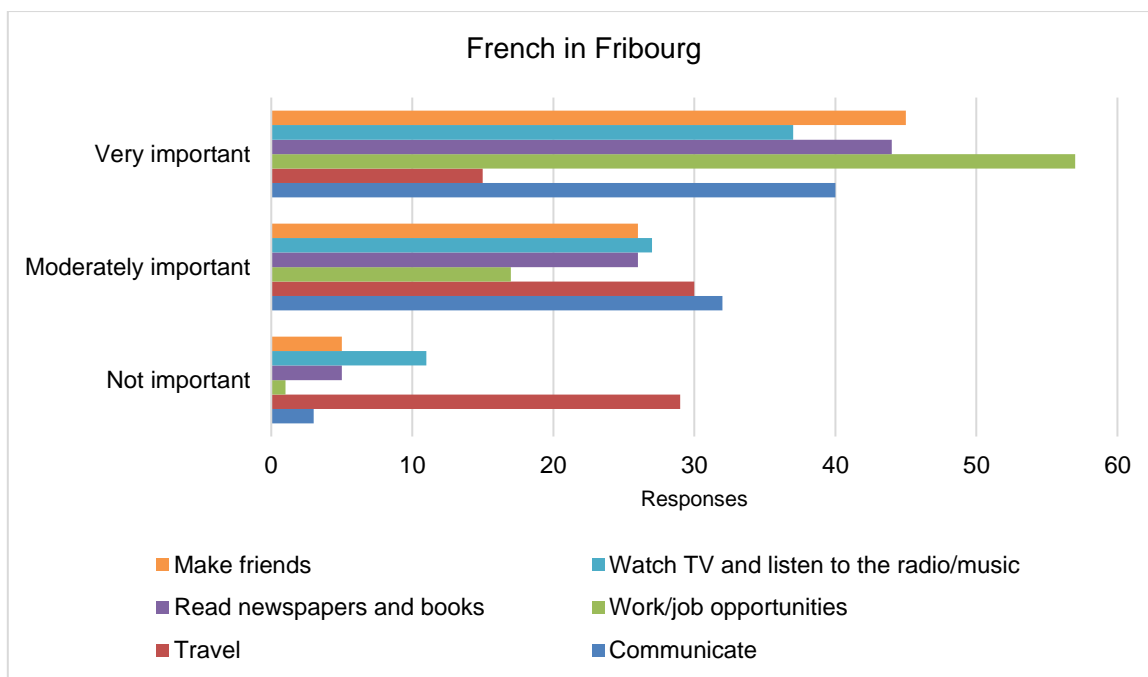


Figure 28. French's Usefulness in Fribourg

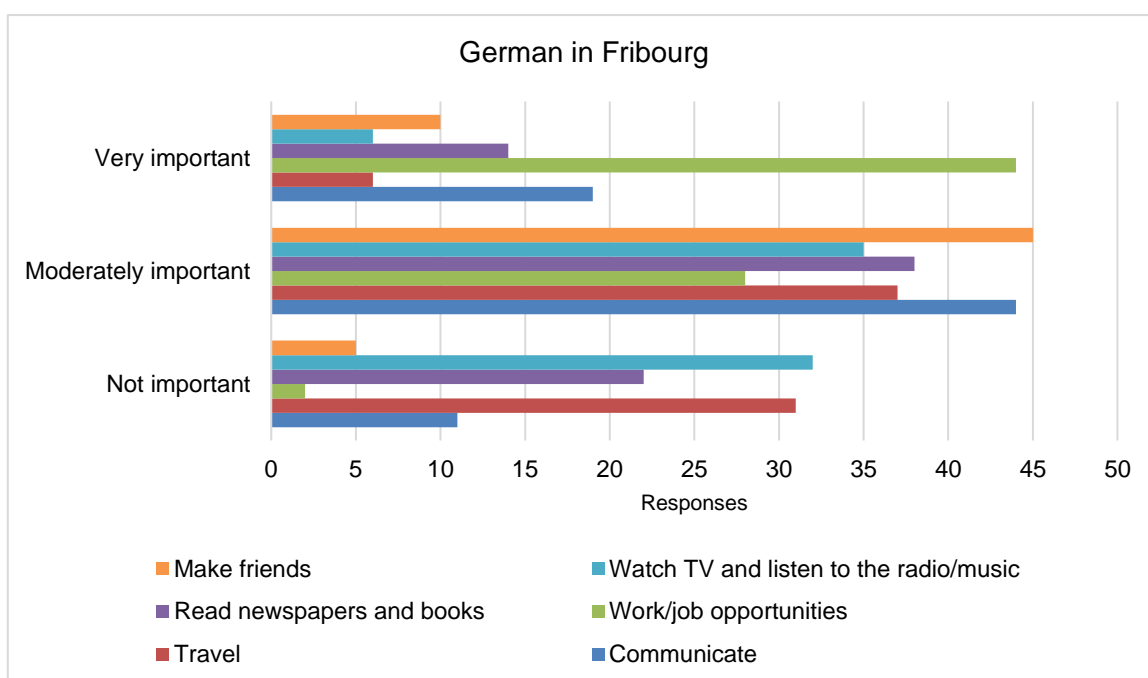


Figure 29. German's Usefulness in Fribourg

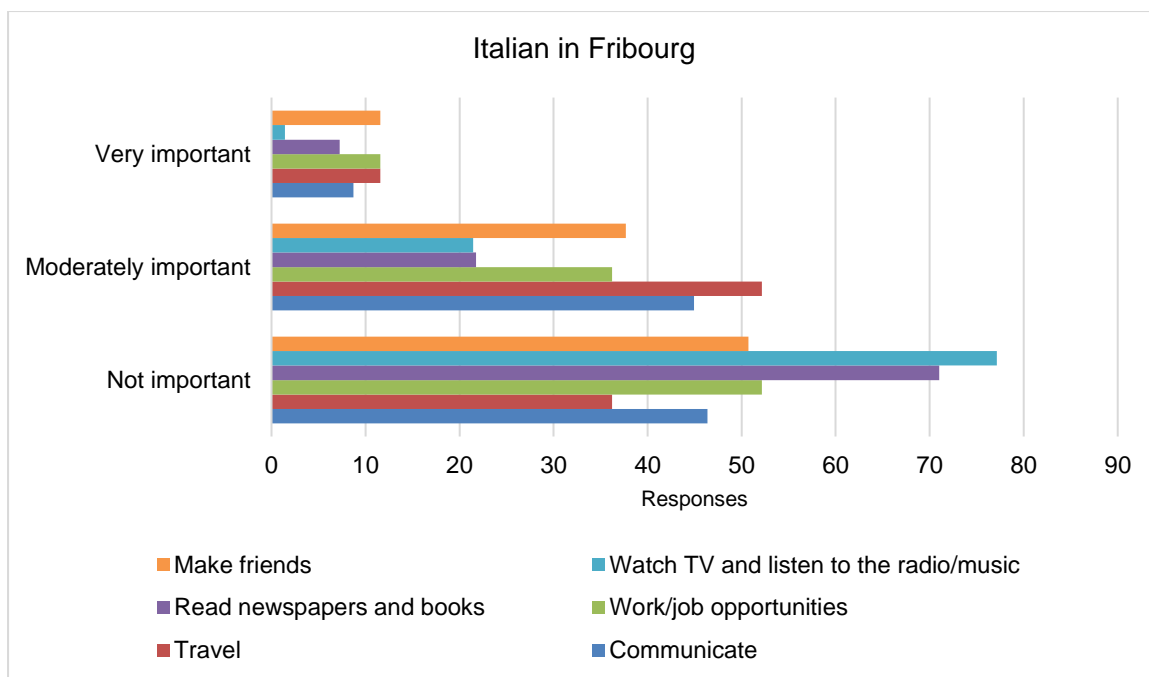


Figure 30. Italian's Usefulness in Fribourg

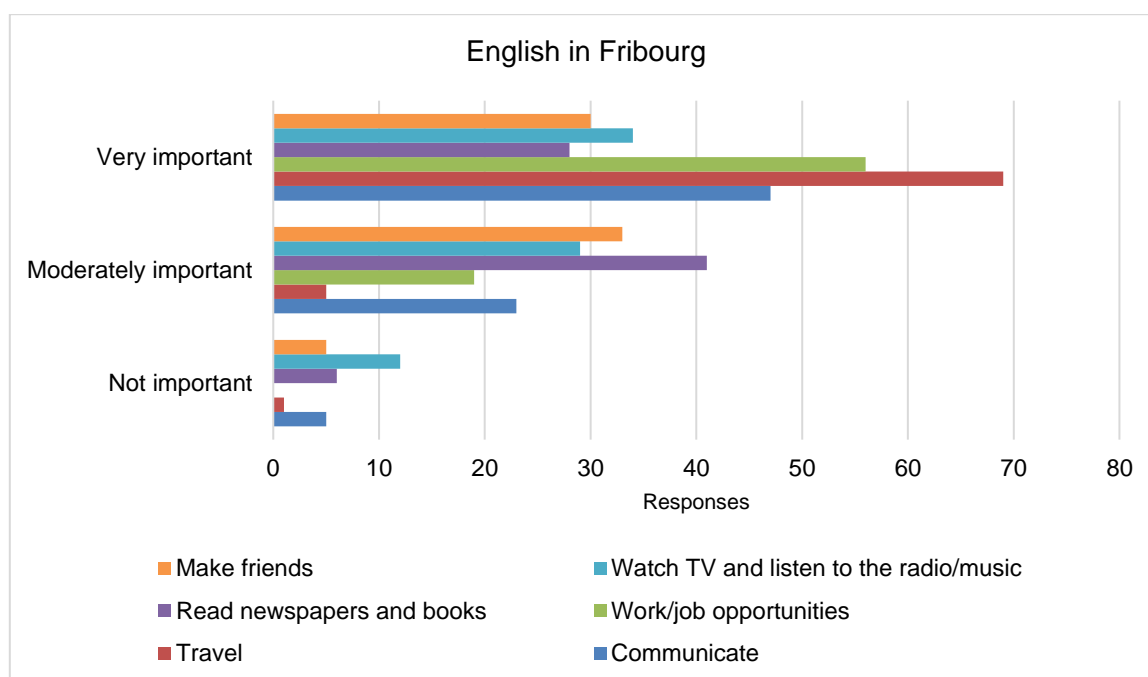


Figure 31. English's Usefulness in Fribourg

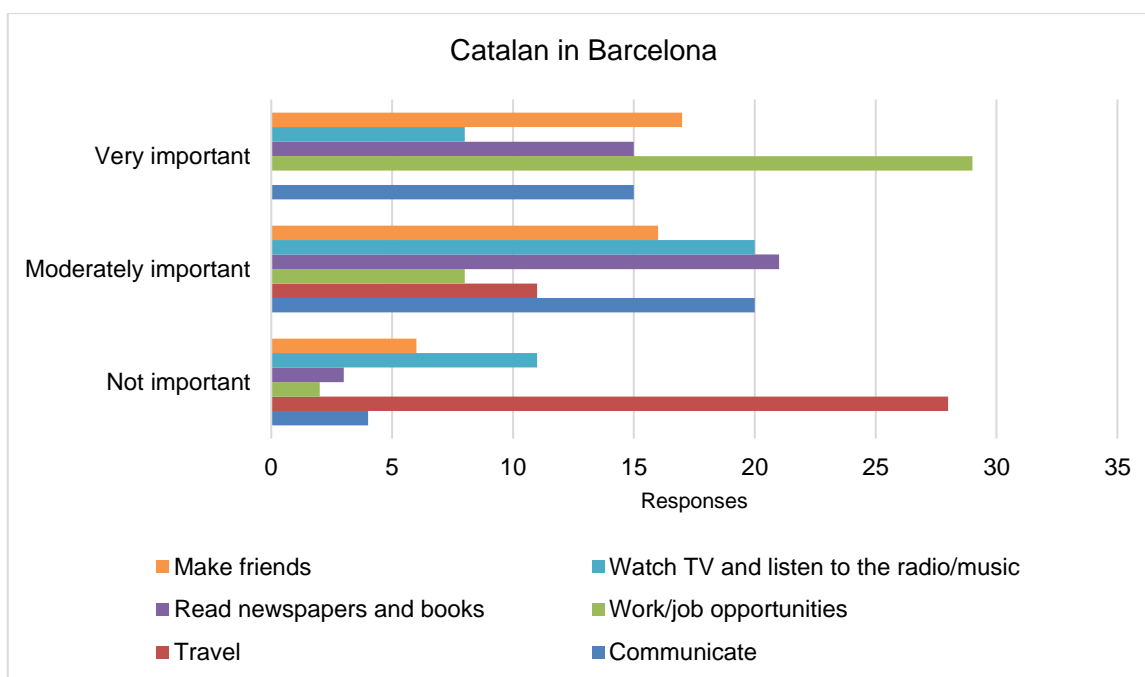


Figure 32. Catalan's Usefulness in Barcelona

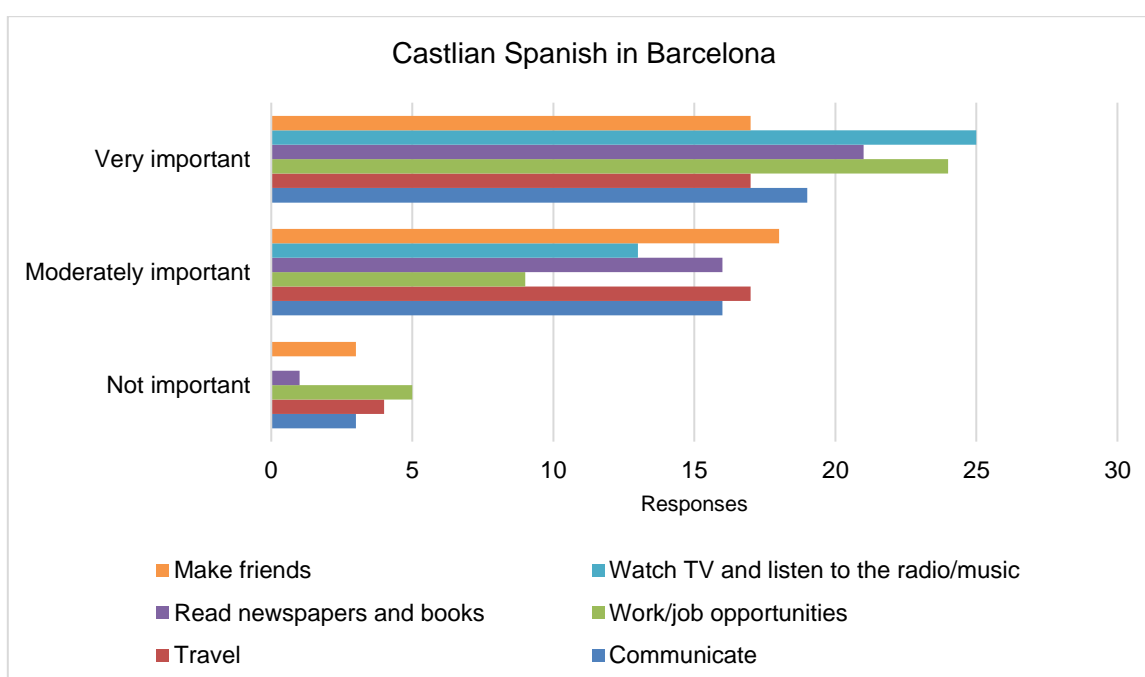


Figure 33. Castilian Spanish's Usefulness in Barcelona

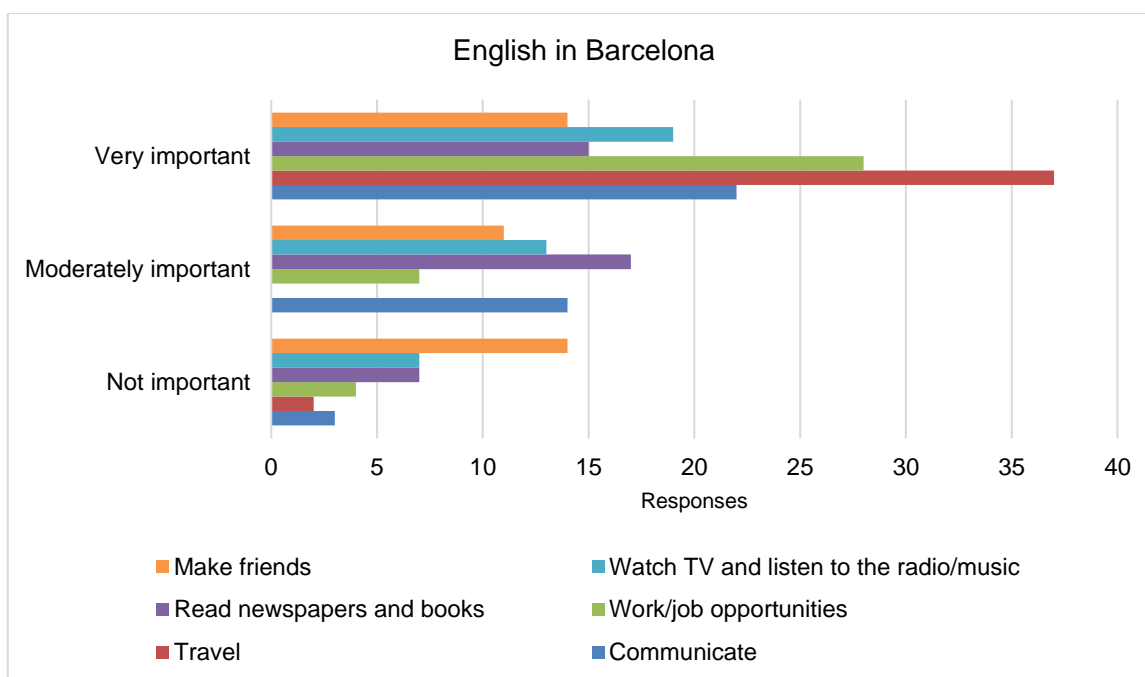


Figure 34. English's Usefulness in Barcelona

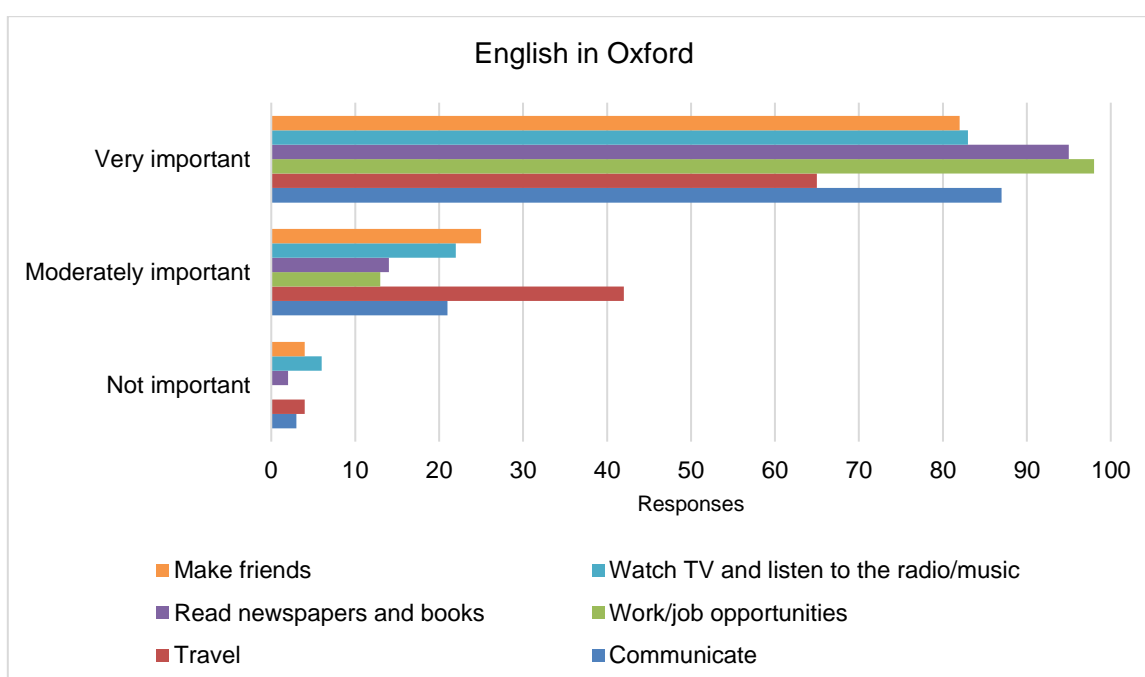


Figure 35. English's Usefulness in Oxford

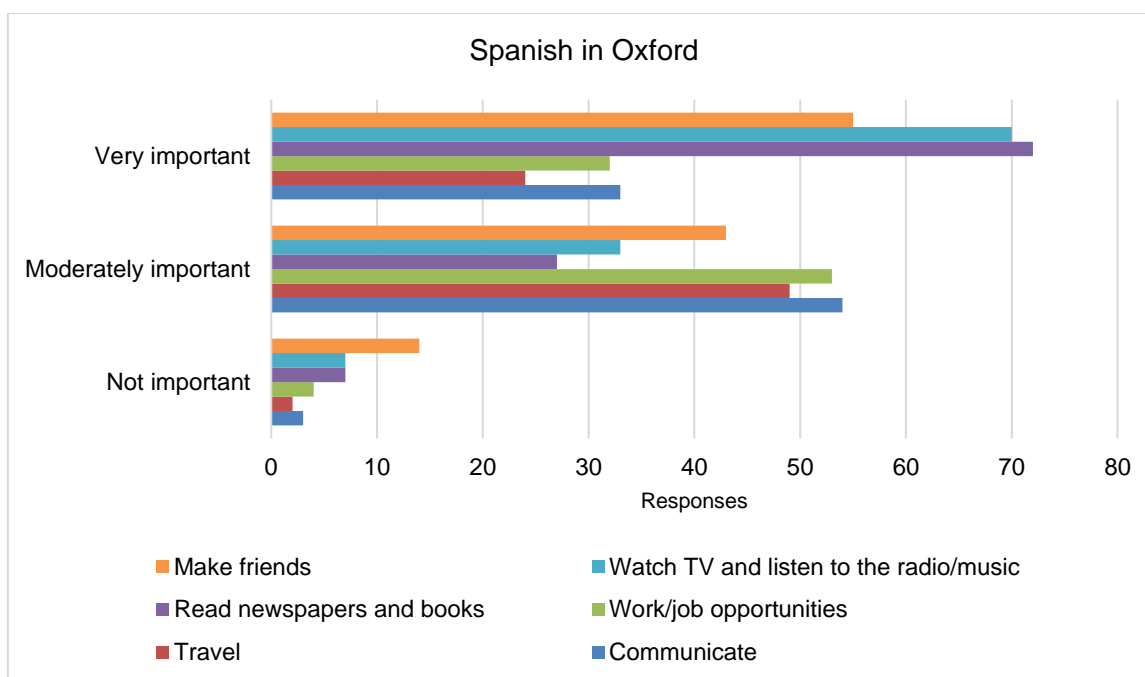


Figure 36. Spanish's Usefulness in Oxford

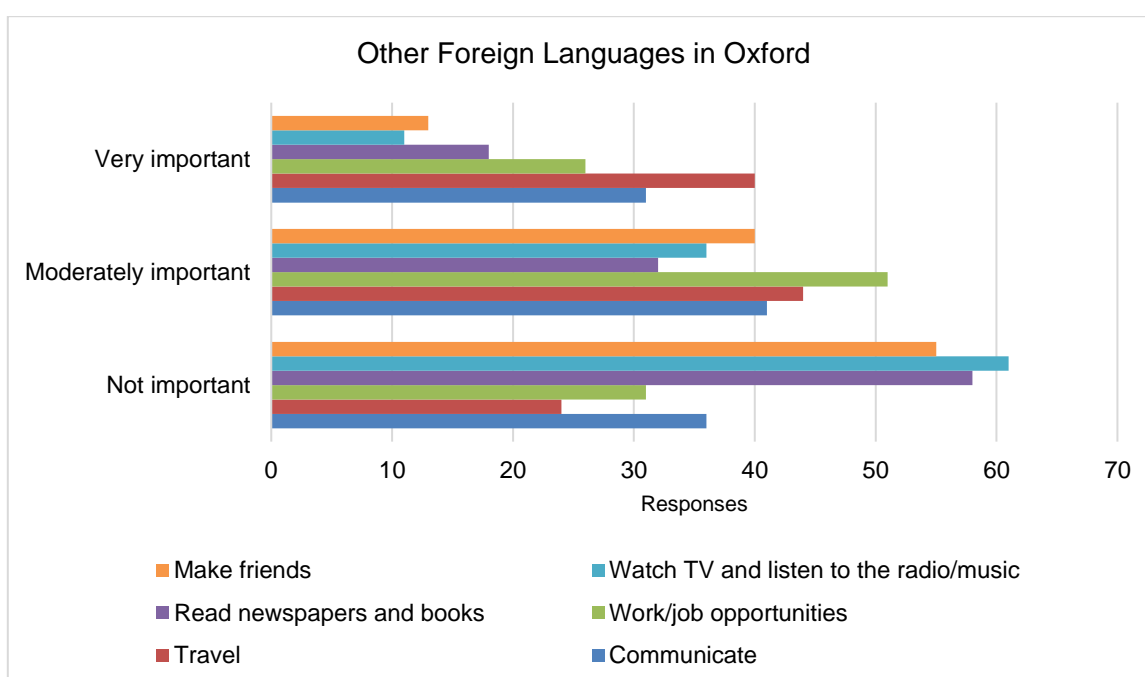


Figure 37. Foreign Language's (Other than Spanish) Usefulness in Oxford

In the following figures, a comparison between the three cities can be found for several of the questions posed on the Qualtrics survey. As the results will show, overall, Barcelonians seem to view bilingualism as being slightly more personally advantageous than

the other cities. As a whole, however, responses across cities were relatively consistent (see Figures 38-44).

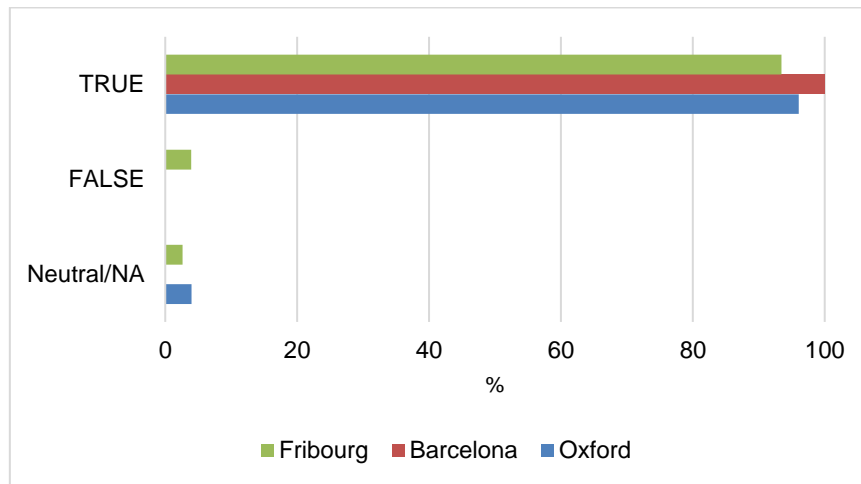


Figure 38. Knowledge of multiple languages can lead to career-related advances.

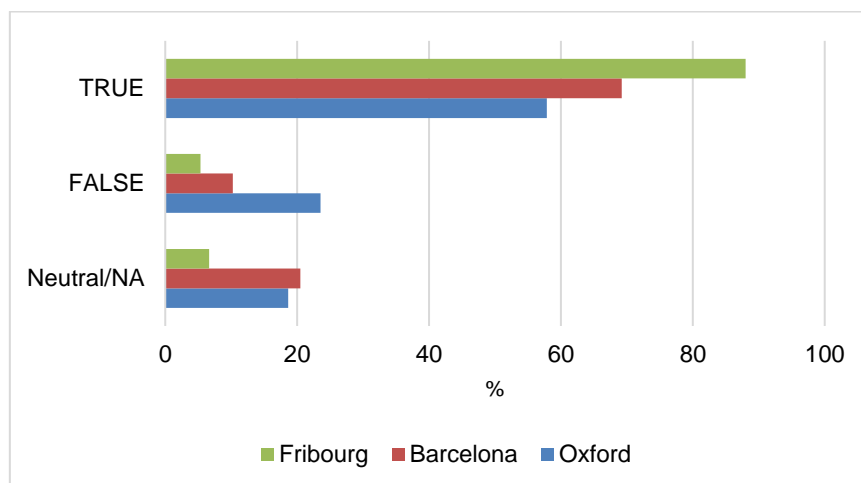


Figure 39. People who speak only one language are at a disadvantage.

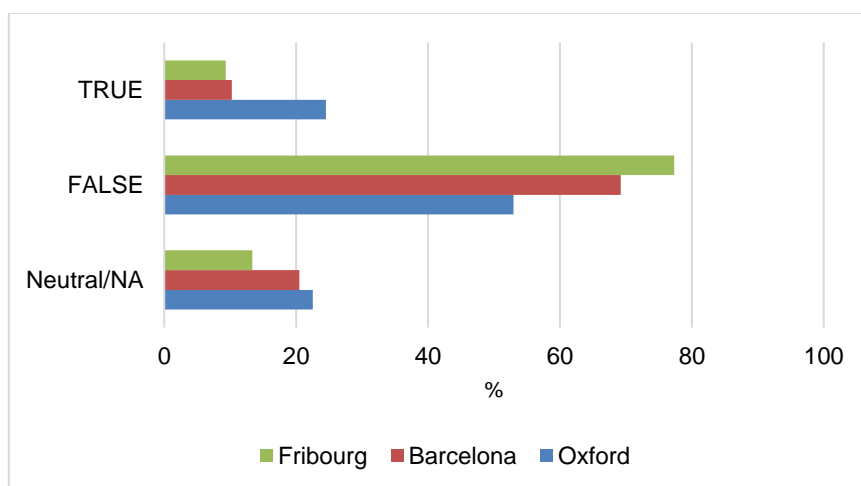


Figure 40. People who speak more than one language are more intelligent than people who speak only one language.

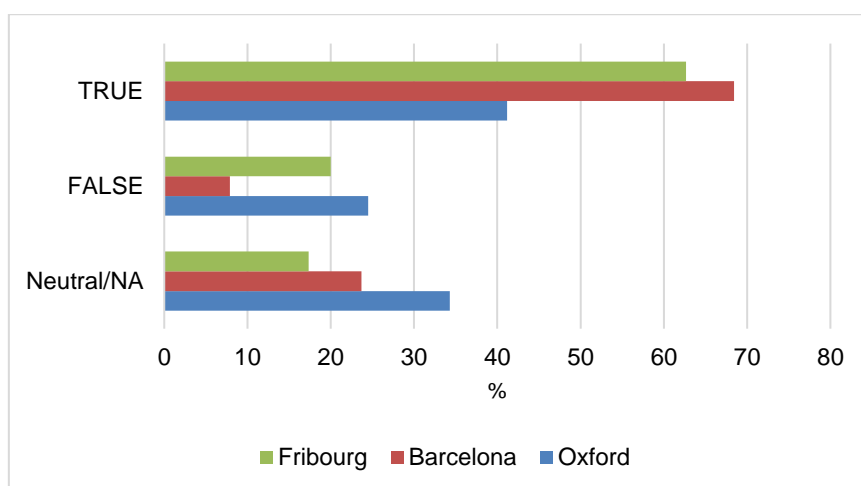


Figure 41. People perform better in school if they have a bilingual education.

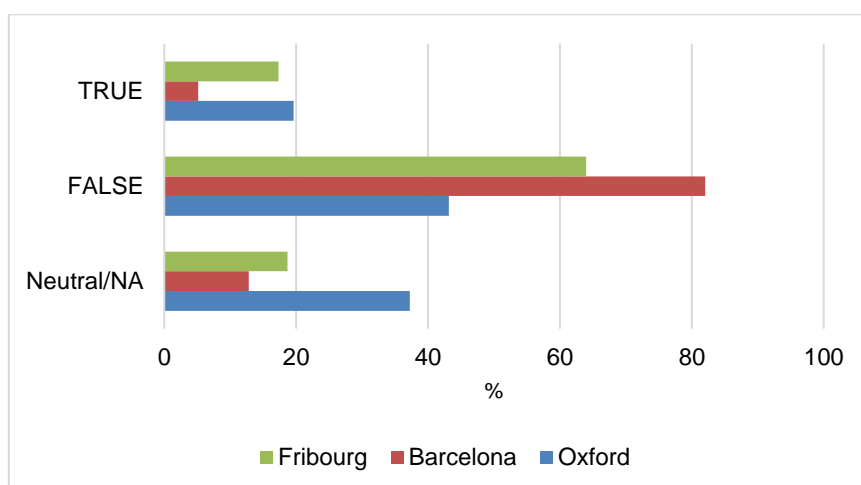


Figure 42. People who speak more than one language are friendlier than people who speak only one language.

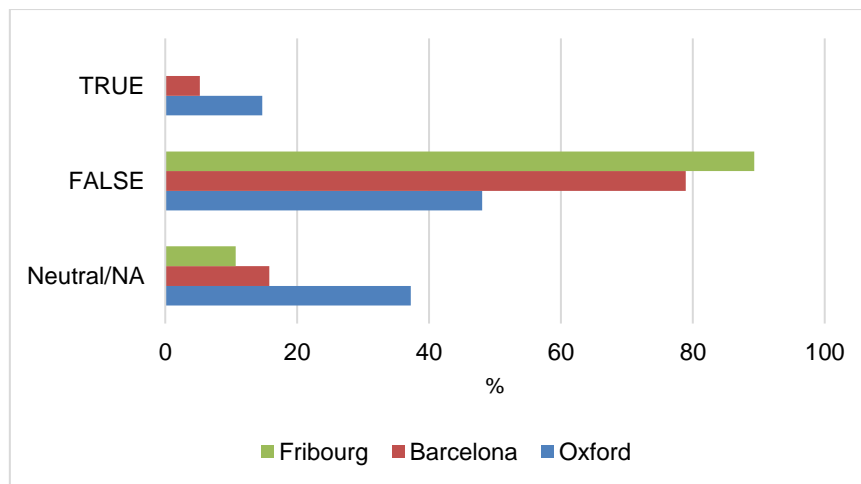


Figure 43. People who speak more than one language are more hard-working than people who speak only one language.

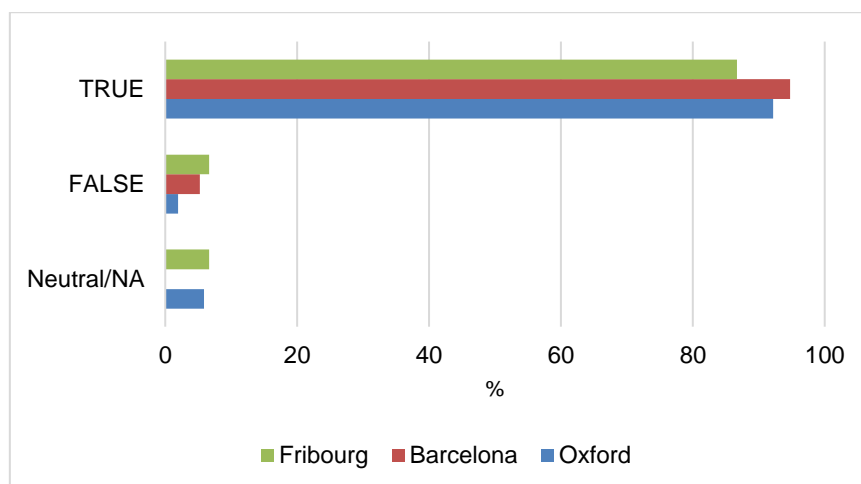


Figure 44. Knowing another person's language leads to greater understanding between different groups.

Participants in Fribourg were divided between believing that people living in the city should know one language or at least two languages, while people in Barcelona primarily believed that people in the city should know at least two. Oxford participants also believed that people living in the United States should know at least two languages (see Figures 45-46).

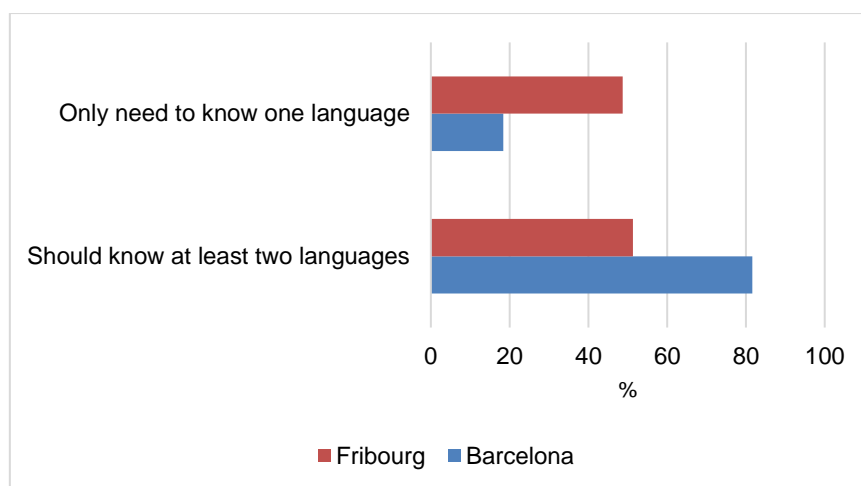


Figure 45. People living in Fribourg/Barcelona...

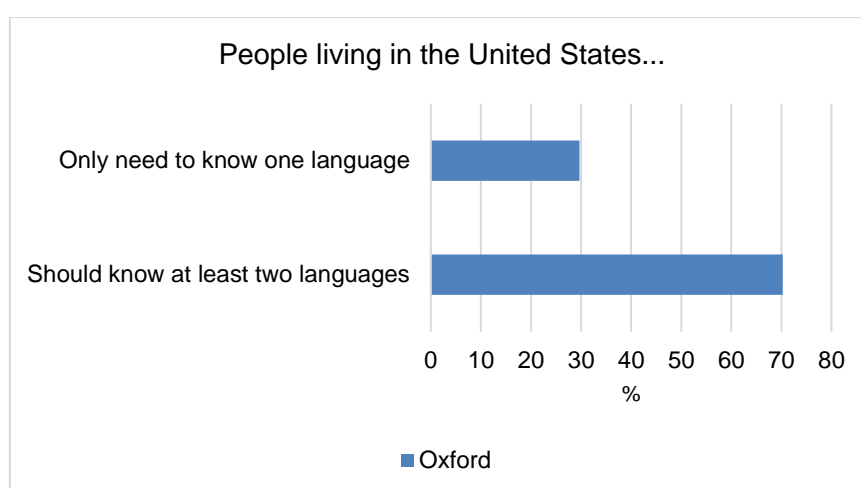


Figure 46. People living in the United States...

With responses to the questions that follow, again, Barcelona seems more positive in its outlook toward bilingualism and language learning than Fribourg, although responses across cities were relatively analogous (see Figures 47-53).

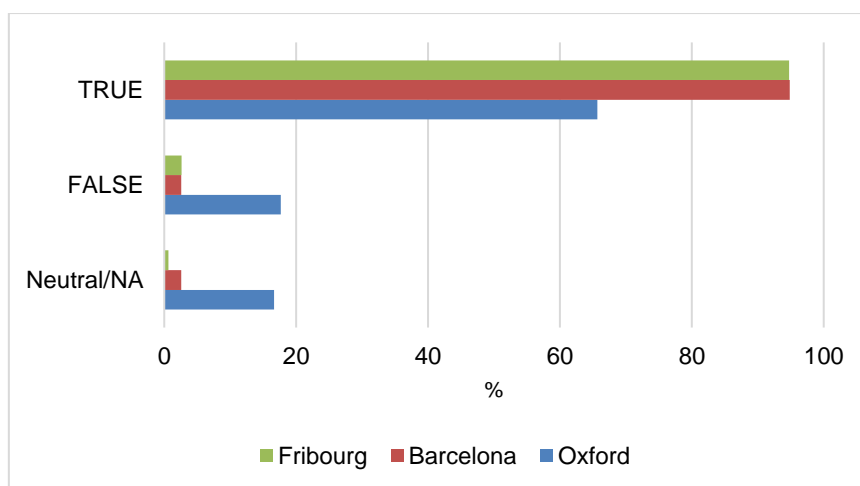


Figure 47. It is important for me to speak at least two languages.

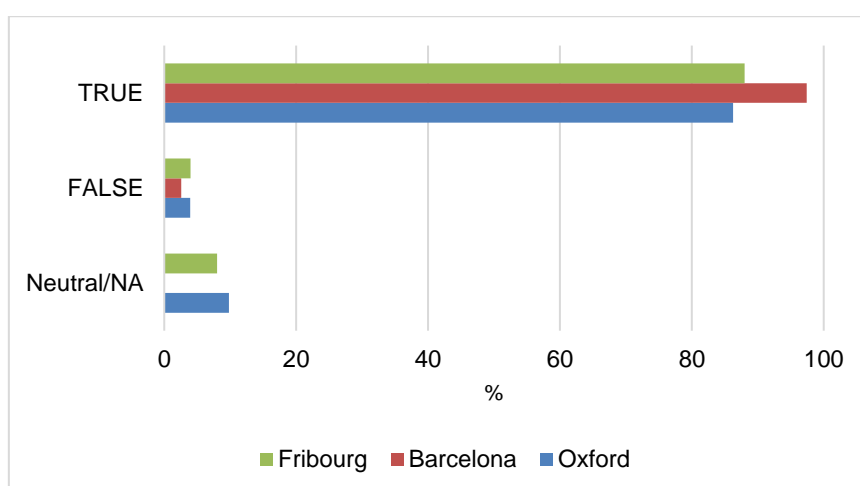


Figure 48. I enjoy meeting people who speak foreign languages.

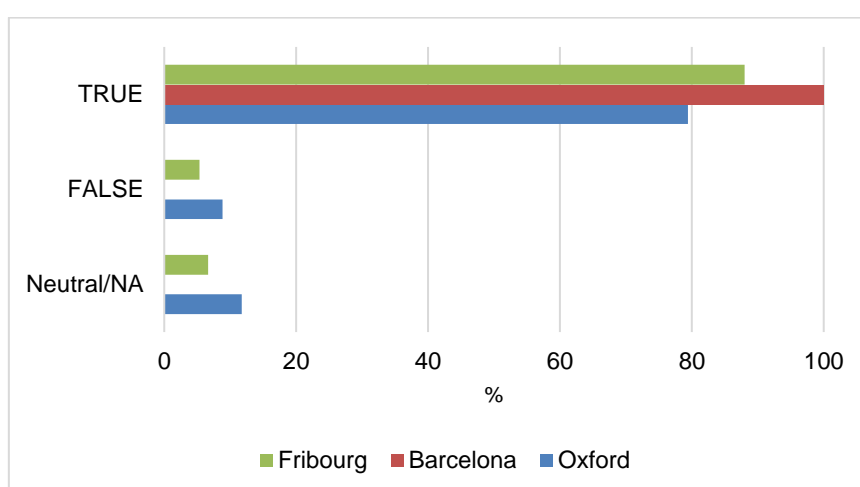


Figure 49. I enjoy learning other languages.

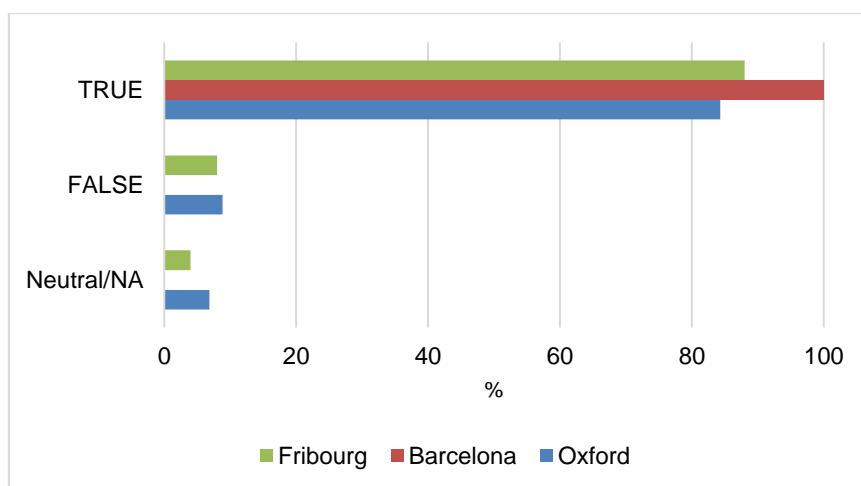


Figure 50. I would like to learn another foreign language.

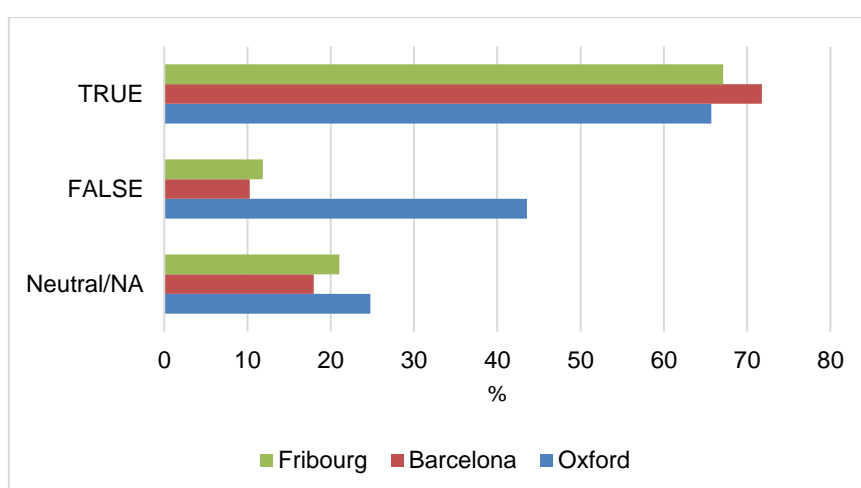


Figure 51. There is a majority support in my community for bilingualism.

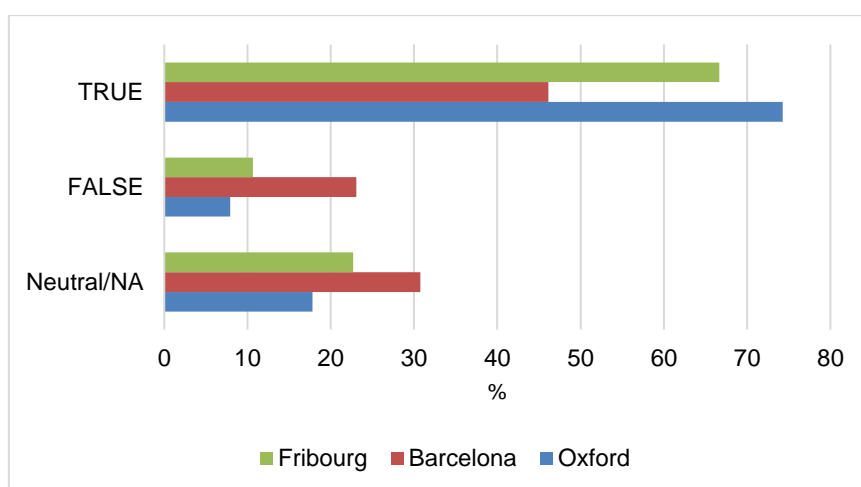


Figure 52. Fribourg/Barcelona/the United States should do more to promote bilingualism.

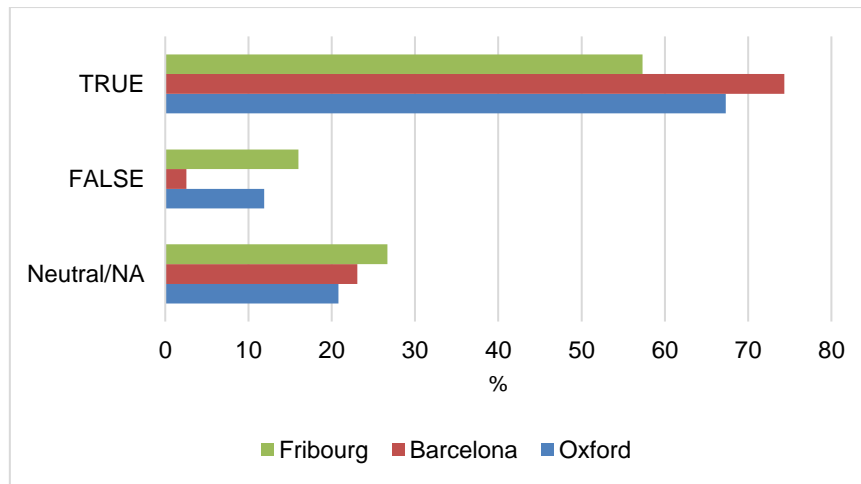


Figure 53. More cantons/regions/communities in Switzerland/Barcelona/the United States should be bilingual.

On the other hand, Barcelonians were slightly more likely to believe there is a lack of national identity in Spain than participants in either Fribourg or Oxford (see Figures 54).

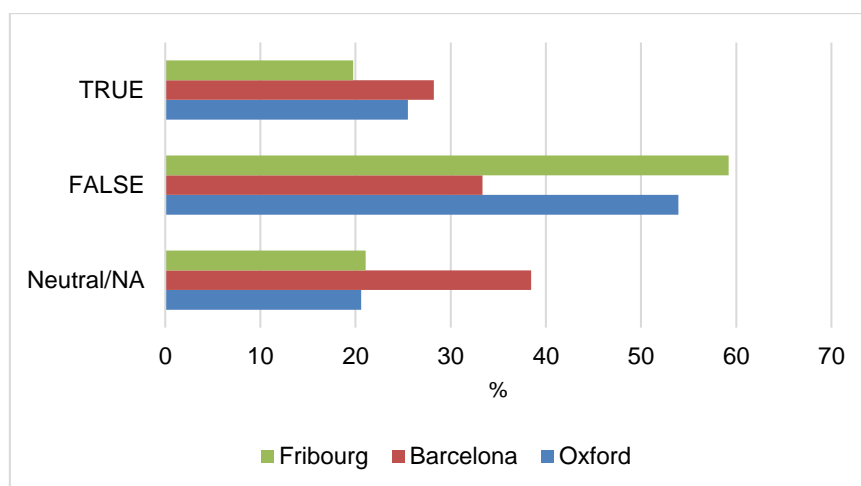


Figure 54. There is a lack of national identity in my country.

In Fribourg, results show that Swiss-Germans were believed to have the strongest culture, while in Barcelona, Catalans were believed thus, and language minorities were believed to have the strongest culture in Oxford (see Figure 55).

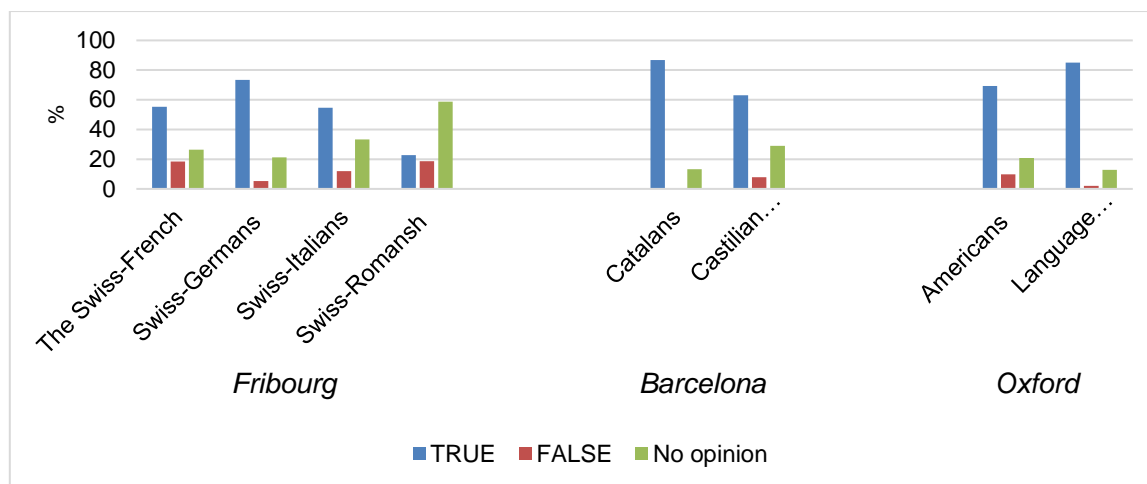


Figure 55. Culture: _____ have a strong culture.

All three cities believed that language is an important part of cultural and personal identity, although Fribourgeois believed more that Switzerland's multicultural environment is an important part of national identity than did Barcelonians (see Figure 56).

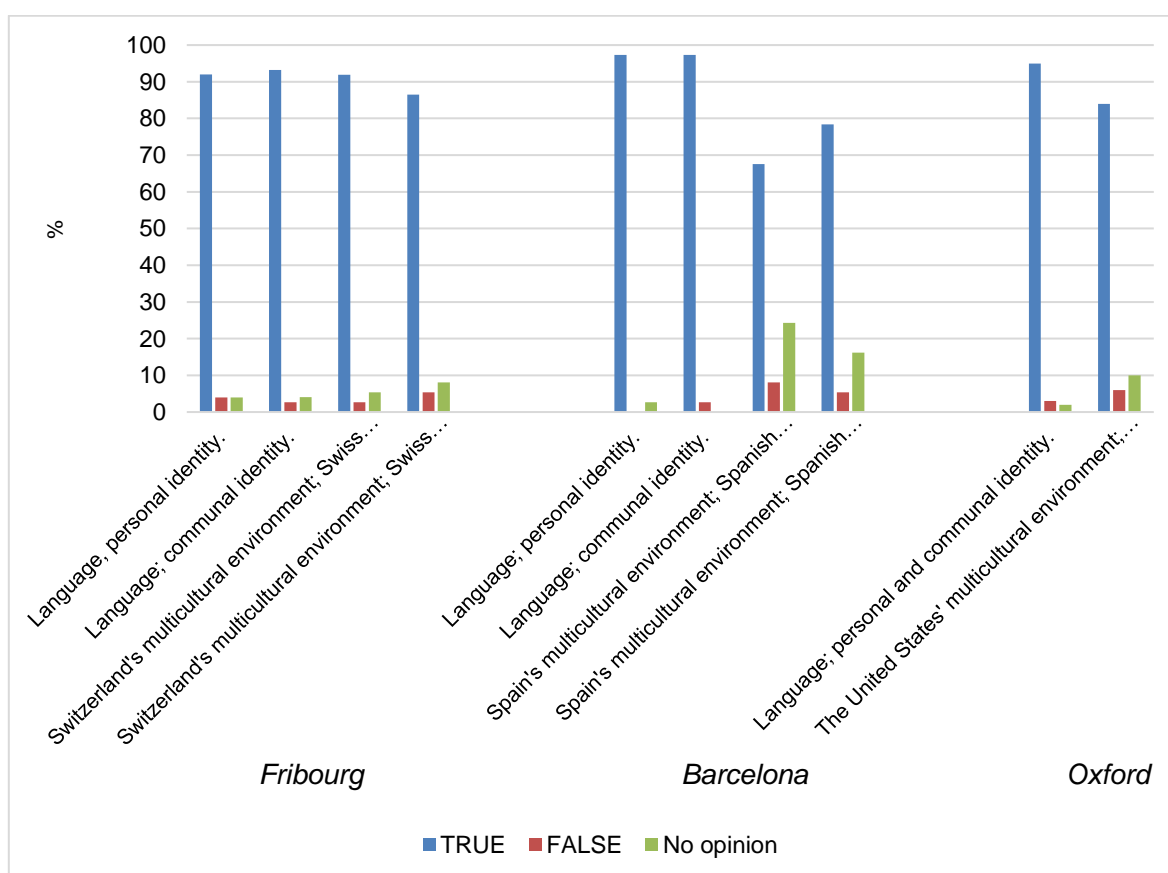


Figure 56. Identity: _____ is an important part of _____.

Additionally, Fribourg participants were more likely to believe that English has a negative influence on Swiss cultures, although participants in all three cities were normally positive about the languages spoken in their communities (see Figure 57).

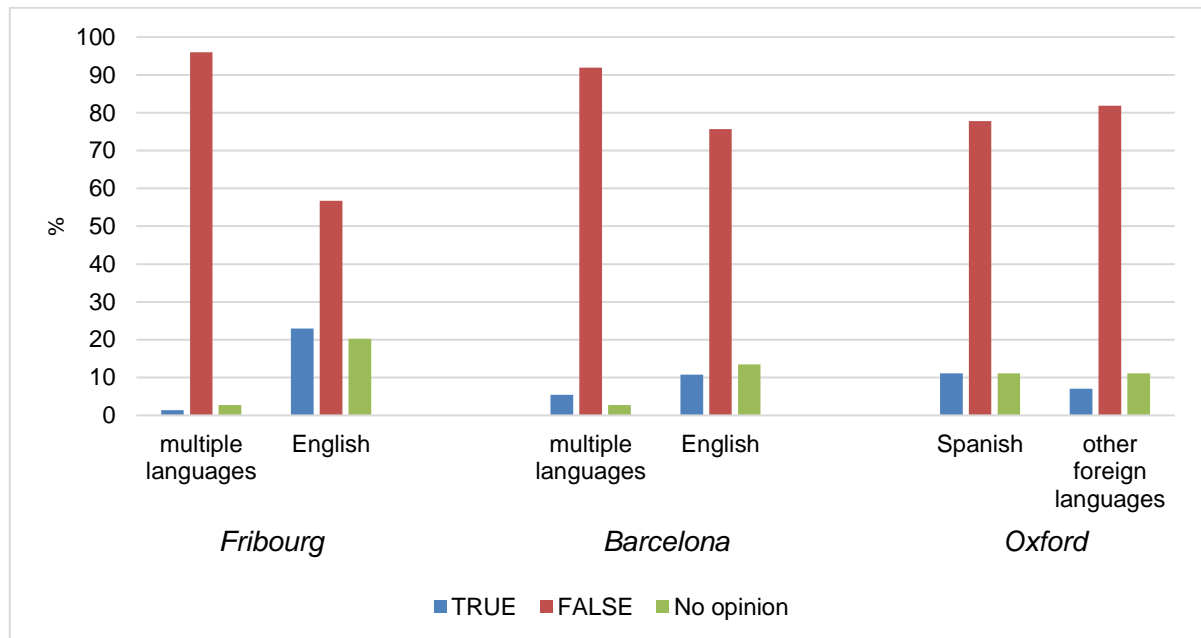


Figure 57. The use of _____ has/have a negative influence on the country's cultures.

Compared to people from outside the cities, Fribourgeois believed most strongly that there should be more cultural programs in Italian, while Barcelonians believed most strongly that there should be more cultural programs in Catalan. In Oxford, students believed there should be more programs in both Spanish and other foreign languages (see Figure 58).

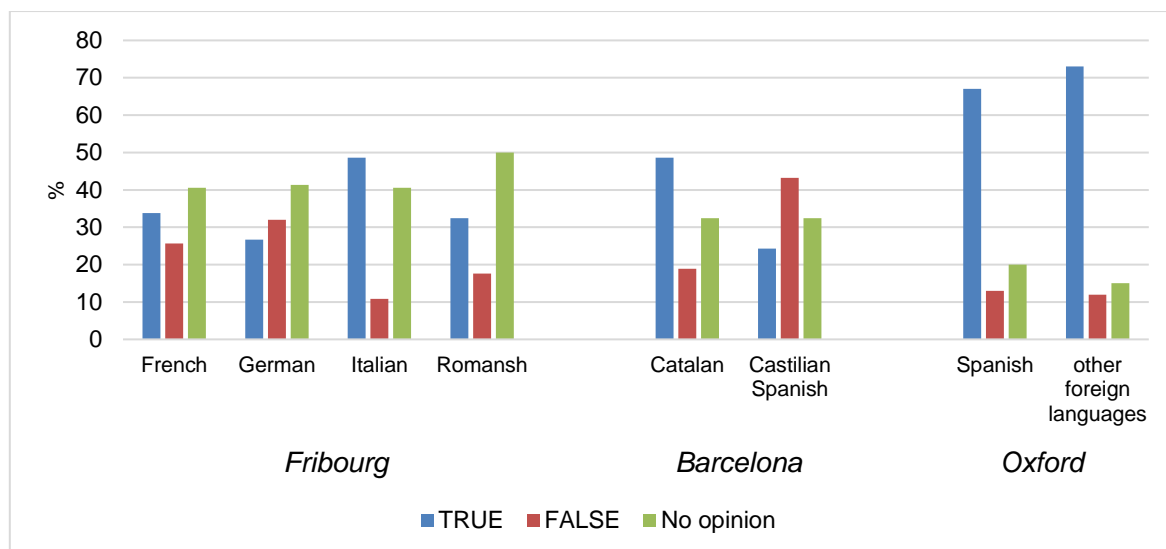


Figure 58. In Switzerland/Catalonia/the United States, there should be more cultural activities and programs available in...

Additionally, Fribourgeois believed that French, German, and English should be required languages (English being preferred over both Italian and Romansh), Barcelonians believed that Catalan and English should be required (with a greater preference for English than Catalan), and students from Oxford deemed that foreign language courses should be required in schools, while Spanish language courses should not necessarily be thus (see Figure 59).

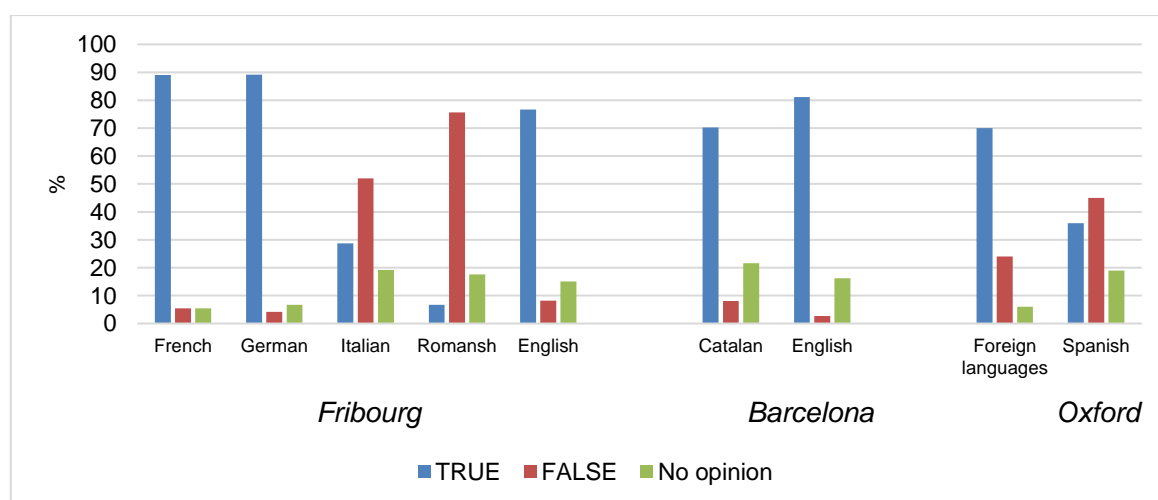


Figure 59. In Fribourg/Barcelona/the United States, _____ should be a required course for students.

Both people from Fribourg and Barcelona believed that students in their countries should receive a bilingual education, although students from Spain tended to favor more so a trilingual education than those in Switzerland. Students from Oxford generally believed that students should know both English and a second/foreign language (see Figures 60-61).

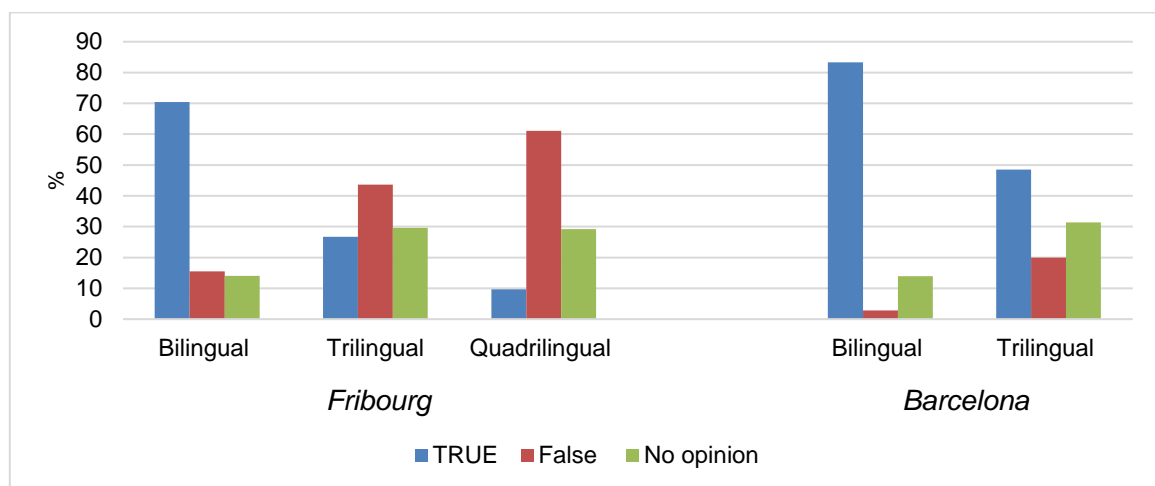


Figure 60. All Swiss/Spanish people should receive a _____ education.

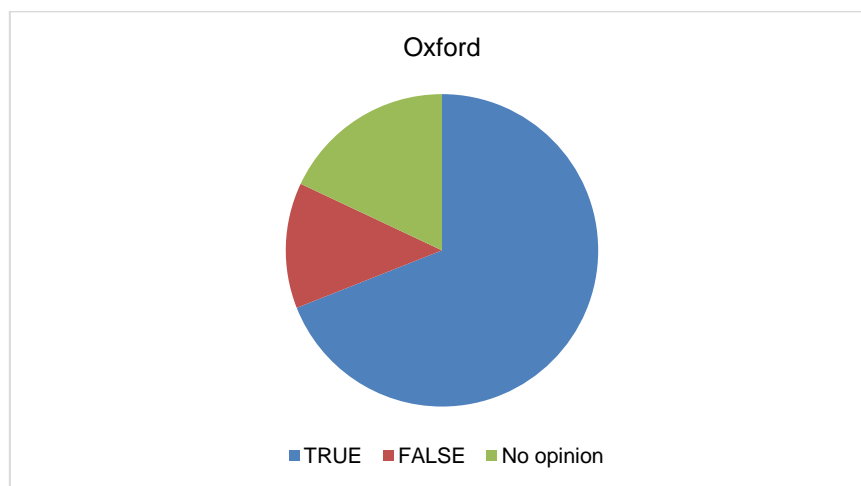


Figure 61. All Americans should know both English and a second/foreign language.

Furthermore, students from Barcelona were more likely to believe that learning English as a second language was more important than first learning a national language. Contrarily, students in Oxford did not consider Spanish to be more important than other foreign languages (see Figures 62-63).

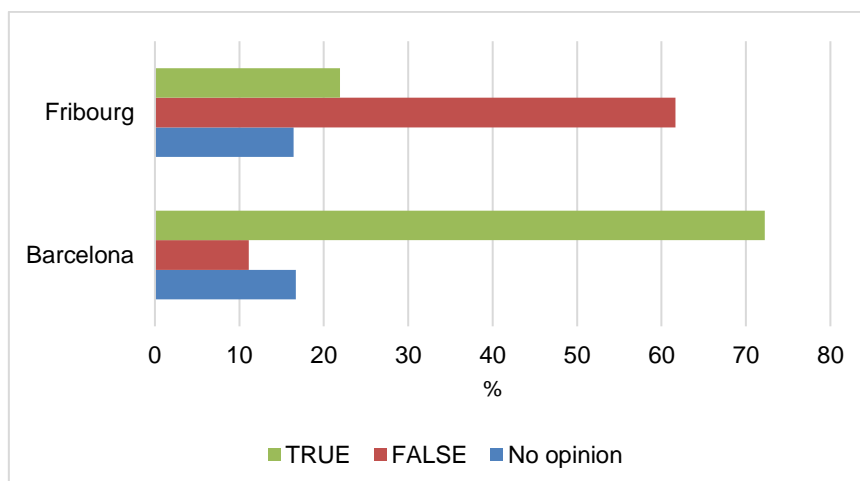


Figure 62. It is more important for students to learn English as a second language than a second national language.

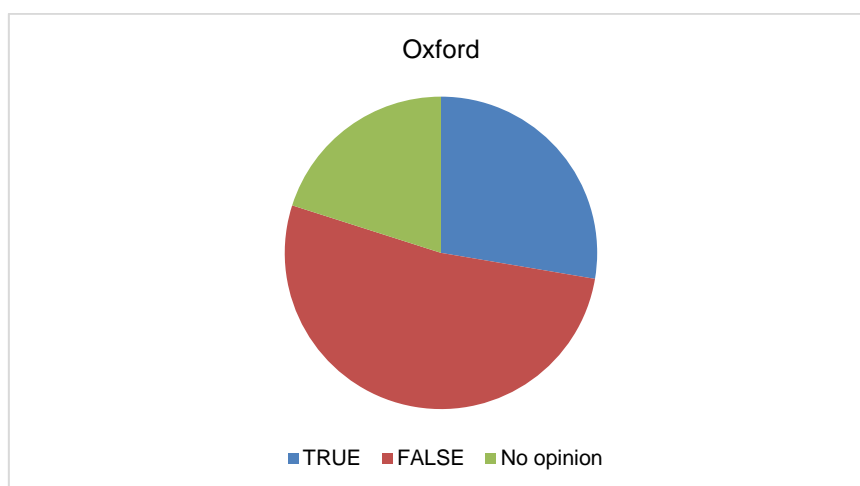


Figure 63. It is more important for students to learn Spanish than any other foreign language.

Additionally, students from Fribourg were adamantly opposed to the idea that English could become a national language of Switzerland, while most students in Barcelona did not voice an opinion. Although most people in Oxford thought that Spanish could not become a national language of the United States, almost 35% of students considered it to be a possibility (see Figure 64).

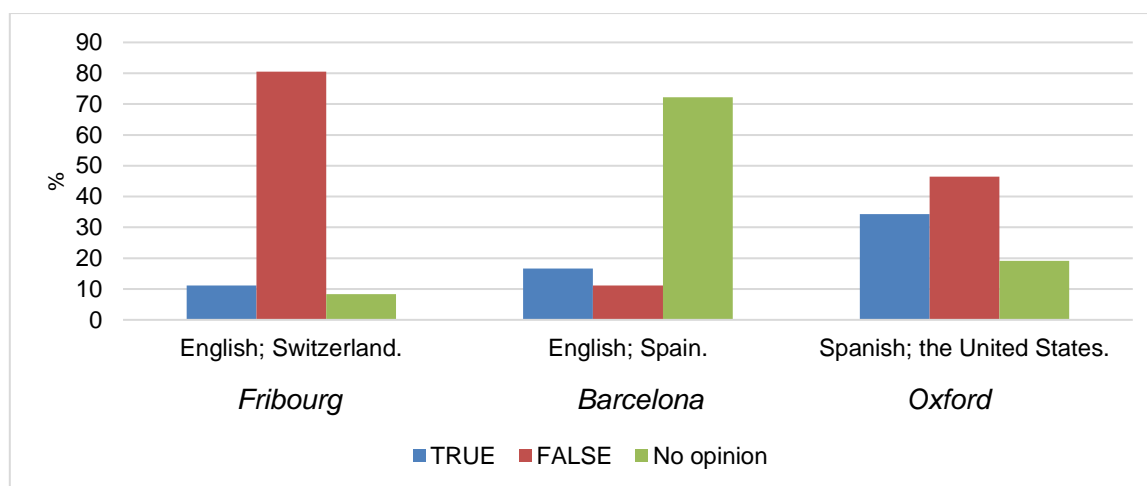


Figure 64. National Language: _____ could become a national language of _____.

Compared to the other two cities, parents of the Barcelona participants appeared to encourage language learning the most, especially in contrast to Oxford, where only about half of students' parents appeared to support foreign language learning (see Figure 65).

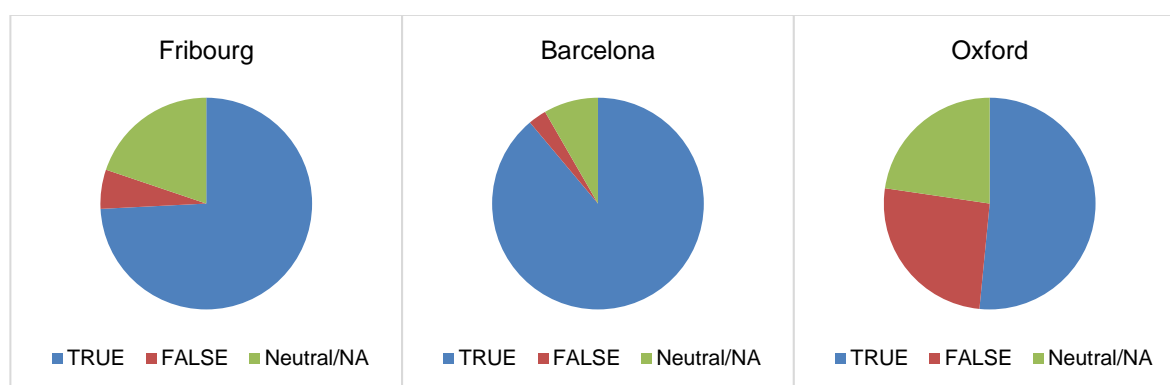


Figure 65. My parents feel it is very important for me to learn other languages besides the one spoken at home.

Furthermore, students in Fribourg likely wanted their children to know German, French, and English, with English being more preferred than Italian. Students from Barcelona wanted their children to know both Catalan and English, with English being preferred slightly over Catalan. Oxford students were likely to want their children to know a foreign language; however, they were less likely to want their children to know Spanish, although they generally expressed a desire for their children to know this language (see Figures 66-69).

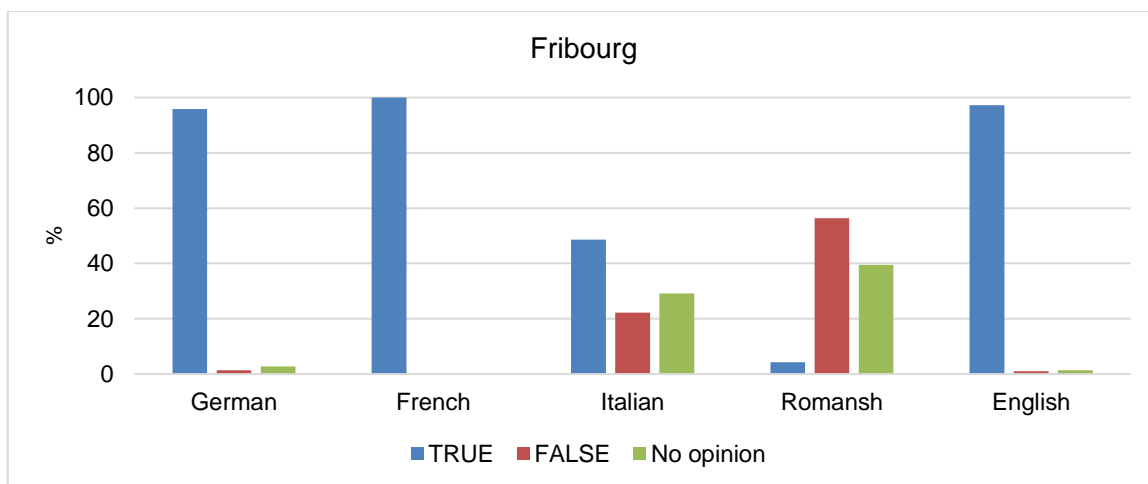


Figure 66. Fribourg: I would like my children to know...

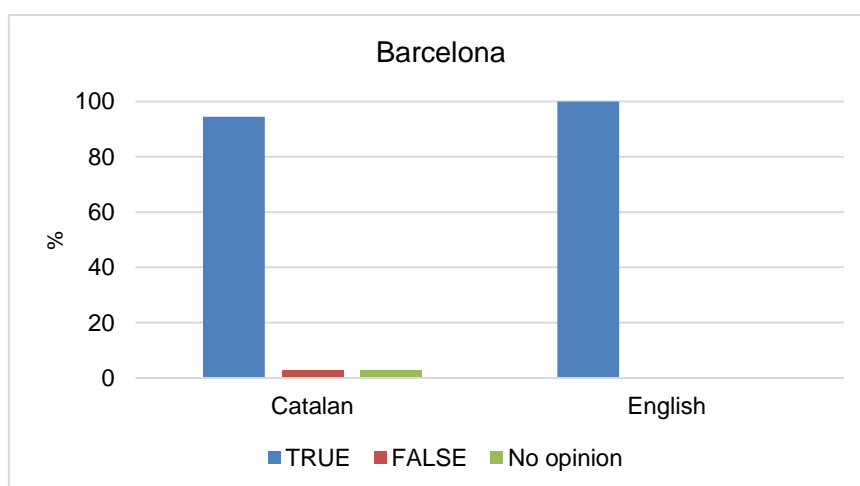


Figure 67. Barcelona: I would like my children to know...

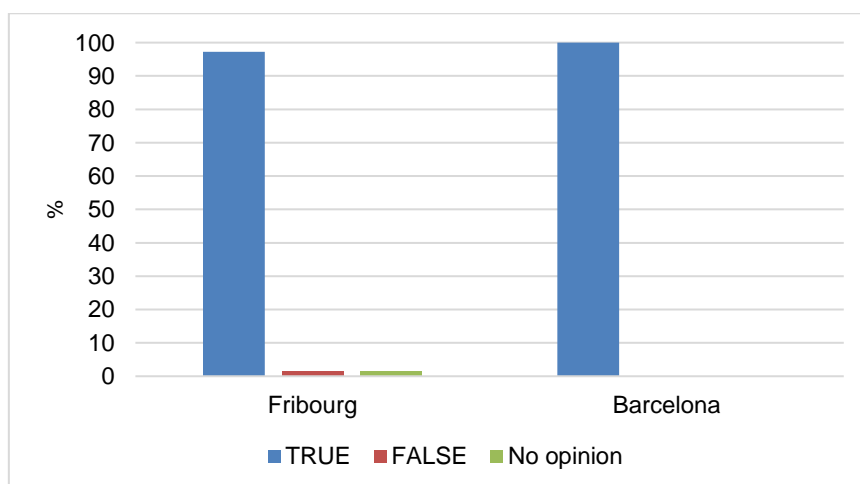


Figure 68. I would like my children to know English.

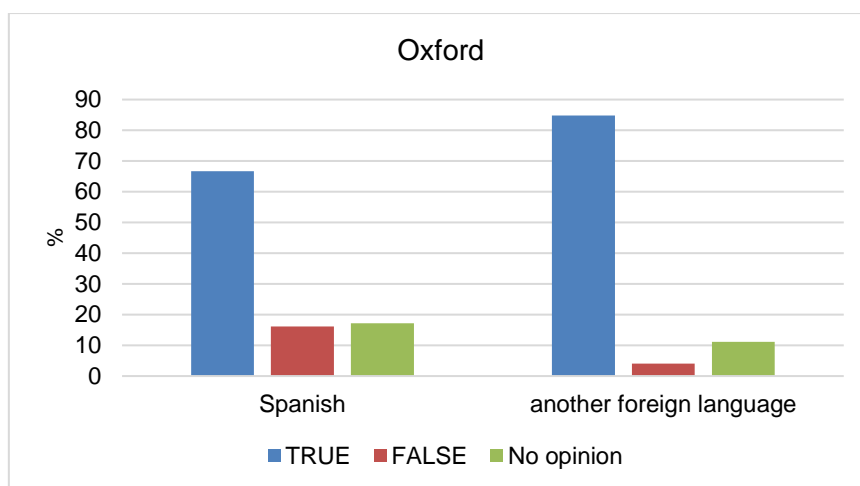


Figure 69. Oxford: I would like my children to know...

Although all three cities agreed that foreign language learning should begin in or before primary school, students in Barcelona and Oxford were more likely to believe this than were students in Fribourg (see Figure 70).

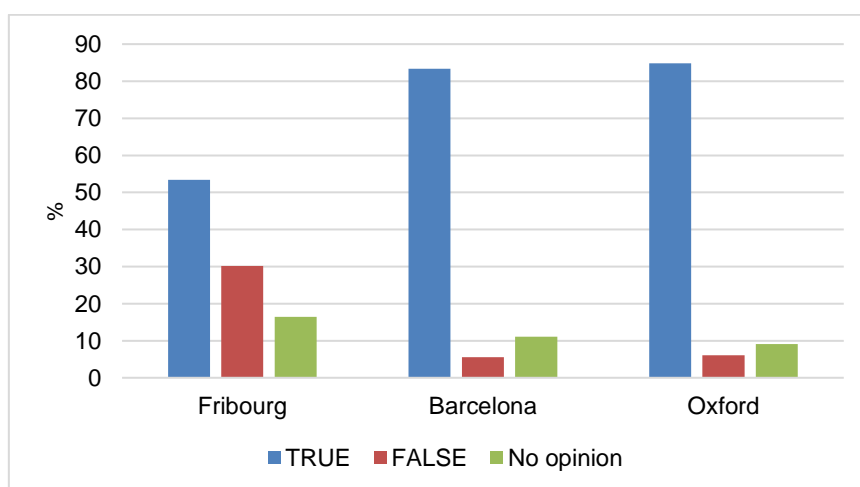


Figure 70. Foreign language learning should begin in/before primary school.

Both students from Fribourg and Barcelona agreed that K-12 classes should be bilingual with foreign language classes, but more students in Barcelona than in Fribourg believed classes should be multilingual with foreign language classes. Students from Oxford generally agreed that K-12 classes should be monolingual with foreign language classes (see Figure 71).

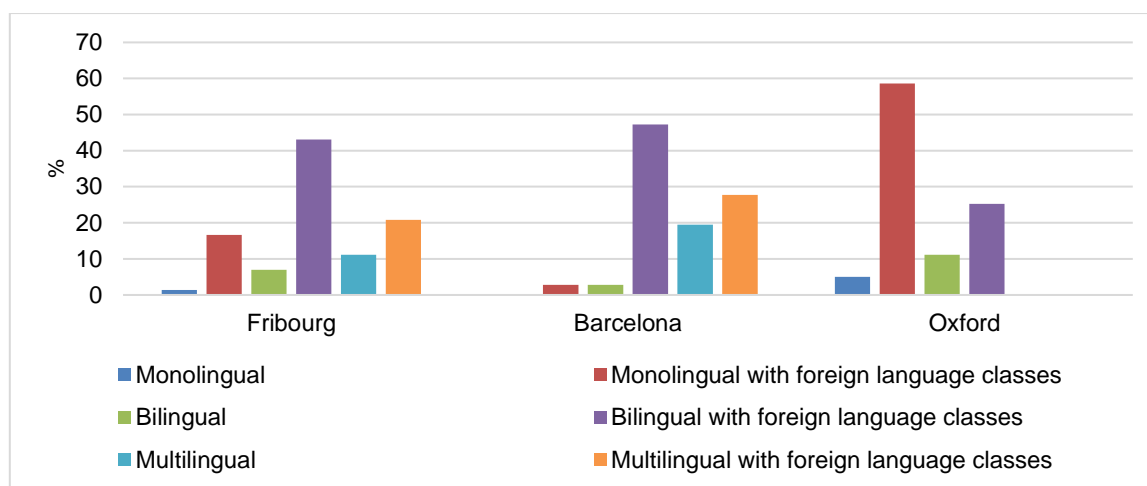


Figure 71. K-12 classes should be...

Students from Fribourg tended to rank languages in the following order in terms of beauty: 1) French, 2) Italian, 3) English, 4) German, and 5) Romansh. In Barcelona, languages were ranked thus: 1) Catalan, 2) Castilian Spanish, and 3) English. In Oxford, students ranked languages as follows: 1) Foreign languages, 2) English, and 3) Spanish. What's more, students in Barcelona were more likely than students in Oxford to consider Castilian Spanish and English to be beautiful languages (see Figures 72-76).

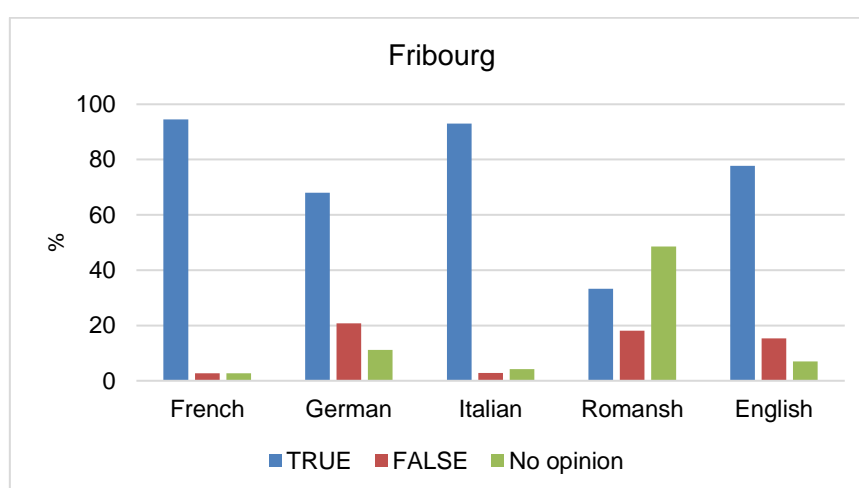


Figure 72. I find _____ to be a beautiful language. (Fribourg)

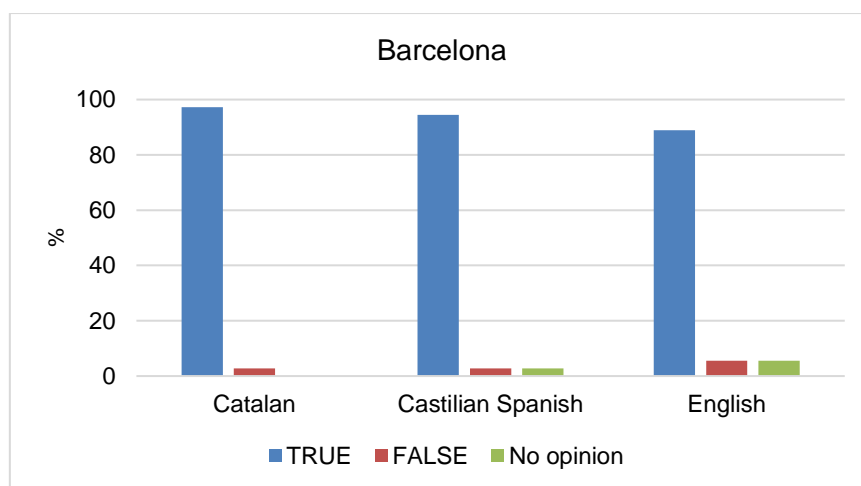


Figure 73. I find _____ to be a beautiful language. (Barcelona)

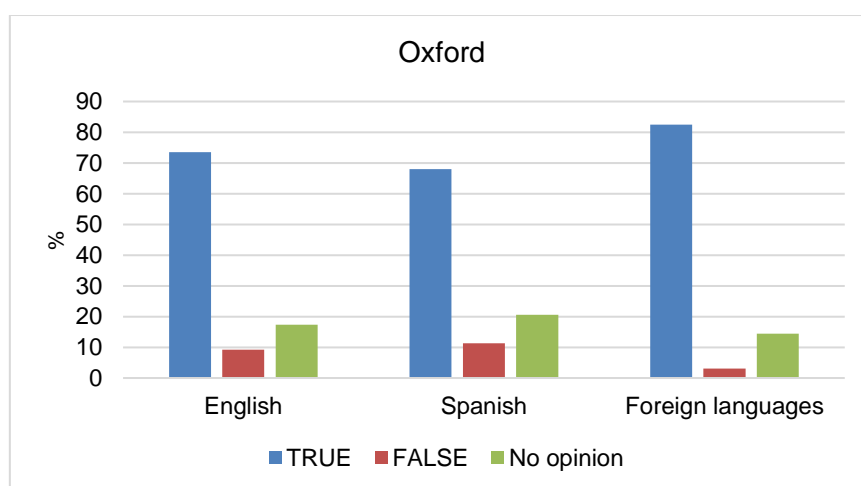


Figure 74. I find _____ to be a beautiful language. (Oxford)

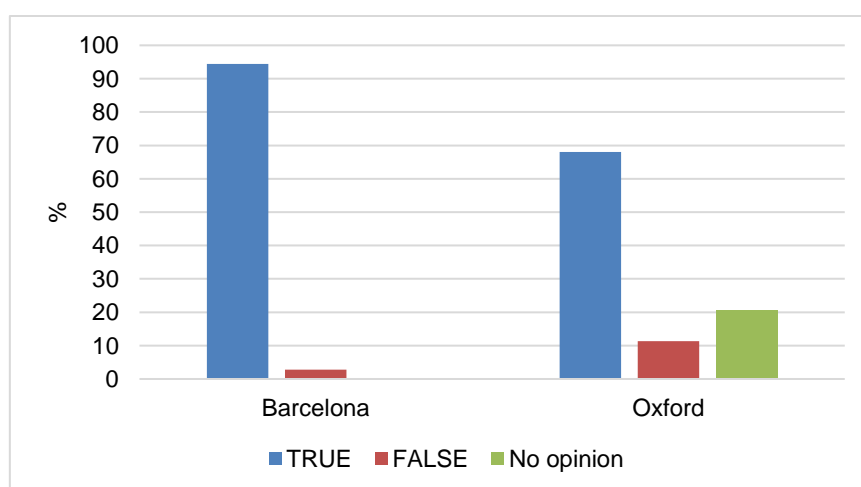


Figure 75. I find Spanish to be a beautiful language.

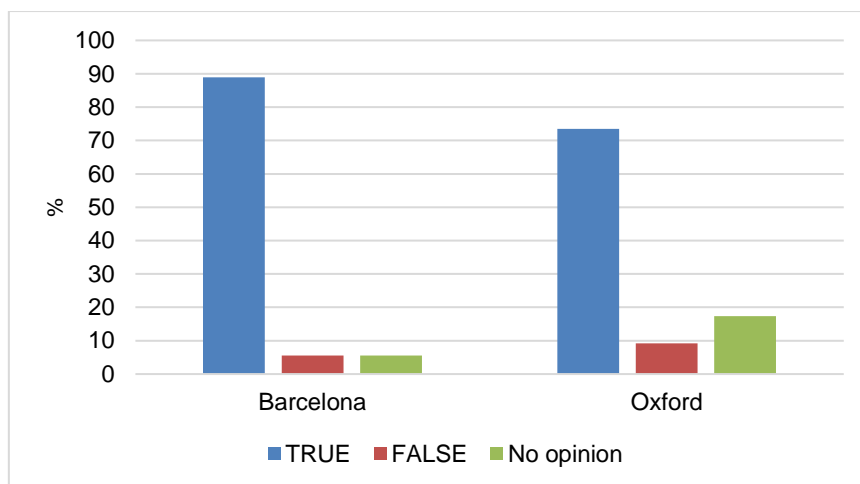


Figure 76. I find English to be a beautiful language.

In Fribourg, students claimed that most of their friends were Francophone; in Barcelona, most participants' friends were Catalan with Castilian Spanish-speakers not being far behind; and in Oxford, students' friends were largely English-speakers (see Figures 77-79).

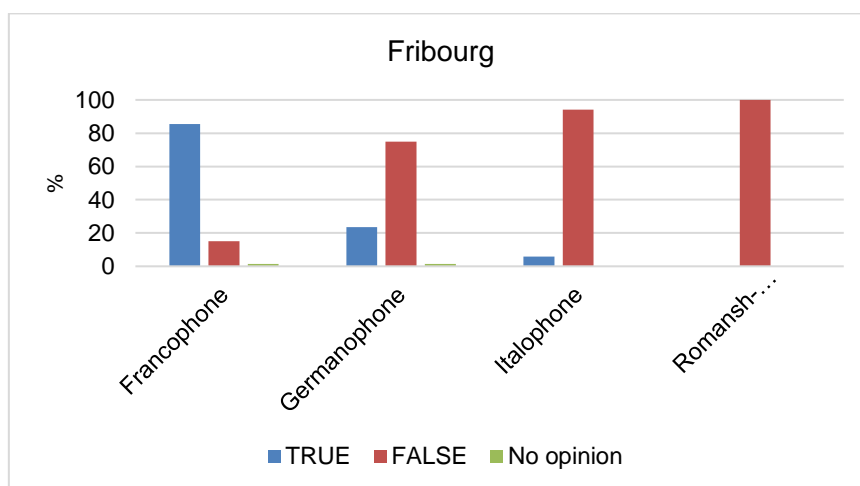


Figure 77. The majority of my friends are _____. (Fribourg)

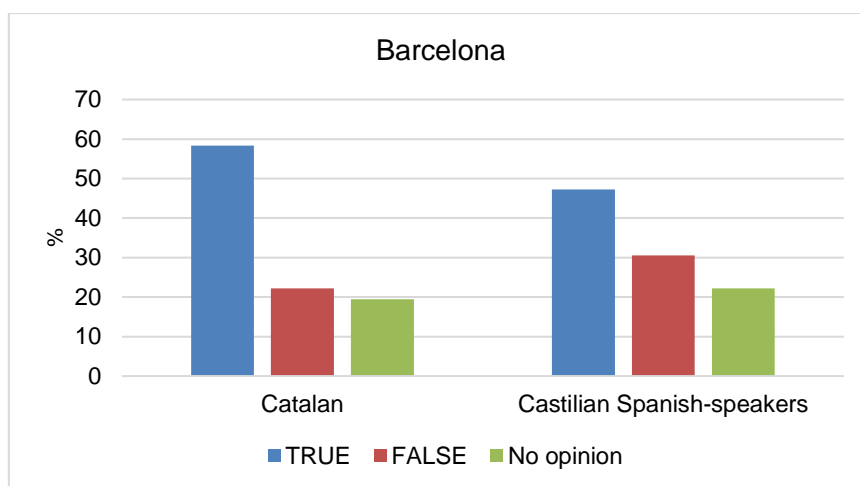


Figure 75. The majority of my friends are _____. (Barcelona)

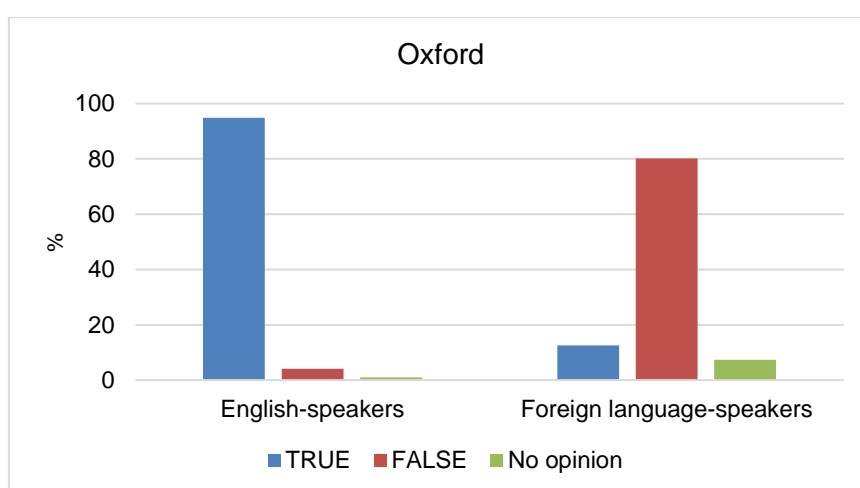


Figure 79. The majority of my friends are _____. (Oxford)

Furthermore, in Barcelona, students believed it was easy to get along with Catalans and Castilian Spanish-speakers, while students from Fribourg generally felt more positively about French- and Italian-speakers than German-speakers. In comparison, Americans largely felt positively about both Americans and foreign language-speakers (see Figures 80-82).

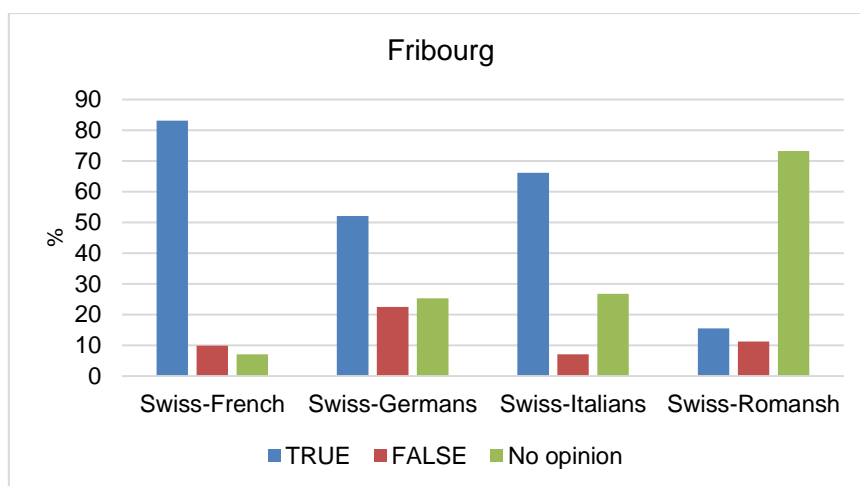


Figure 80. It is easy to get along with _____. (Fribourg)

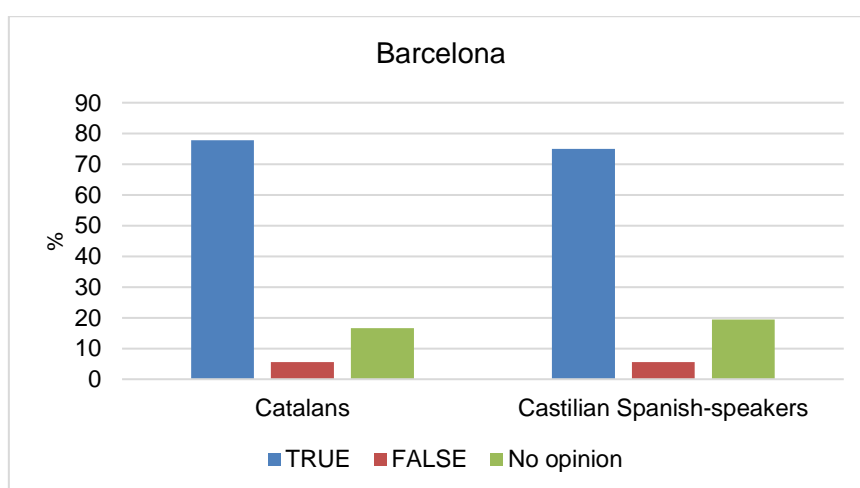


Figure 81. It is easy to get along with _____. (Barcelona)

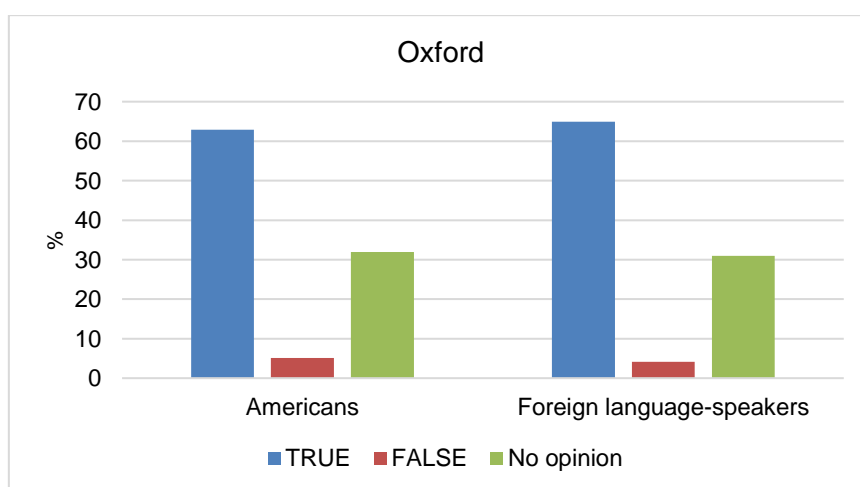


Figure 82. It is easy to get along with _____. (Oxford)

In Fribourg, students generally believed that different language groups happily co-exist in Switzerland, but less than 50% believed that the Swiss-French and Swiss-Germans happily co-exist. They also agreed that in Fribourg, there is not much interaction between the Swiss-French and Swiss-Germans, and that in Switzerland, there is not much interaction between the different linguistic regions (see Figure 83). In Barcelona, however, students believed that Catalans and Castilian Spanish-speakers happily co-exist, but they were less likely to say that different language groups happily co-exist in Spain. Also, students from Barcelona believed that there is interaction between Catalans and Castilian Spanish-speakers in Barcelona and between the different linguistic regions in Spain (see Figure 84). Finally, about 50% of students in Oxford believed that Americans and foreigners happily co-exist, and most thought that there is interaction between Americans and foreign language-speakers, although almost 30% believed there is not much interaction between the two groups (see Figure 85).

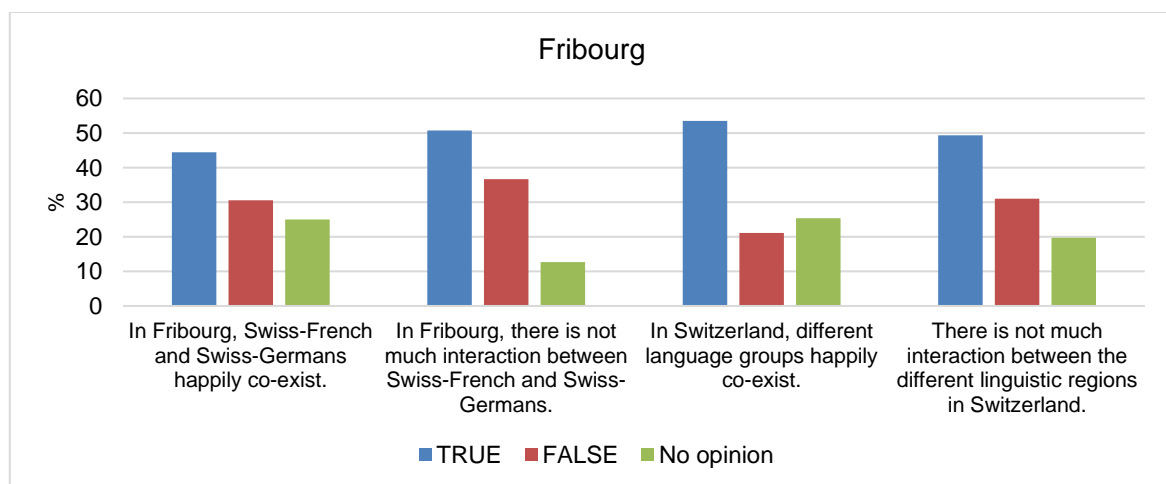


Figure 83. Interactions (Fribourg)

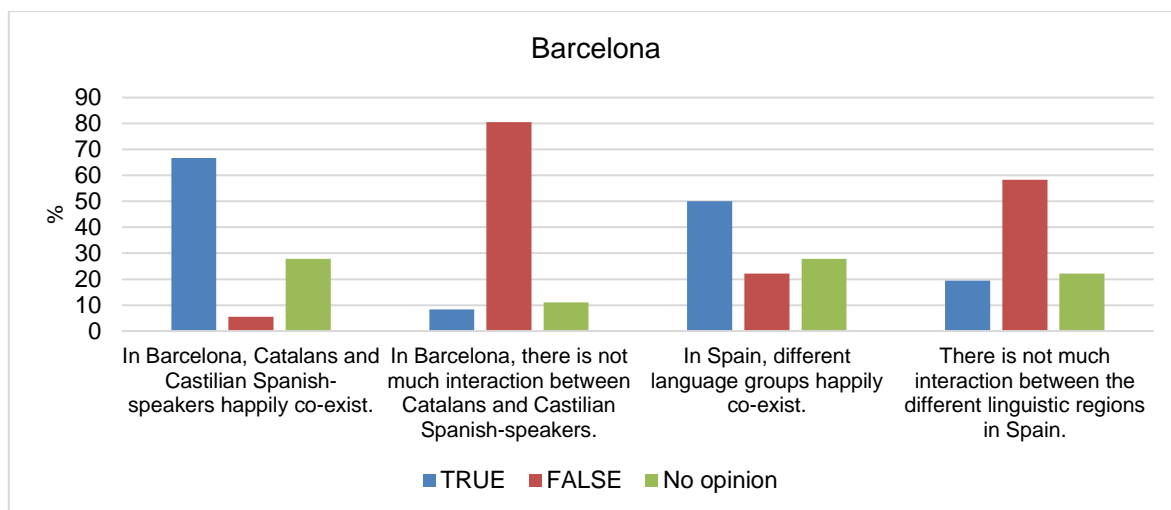


Figure 84. Interactions (Barcelona)

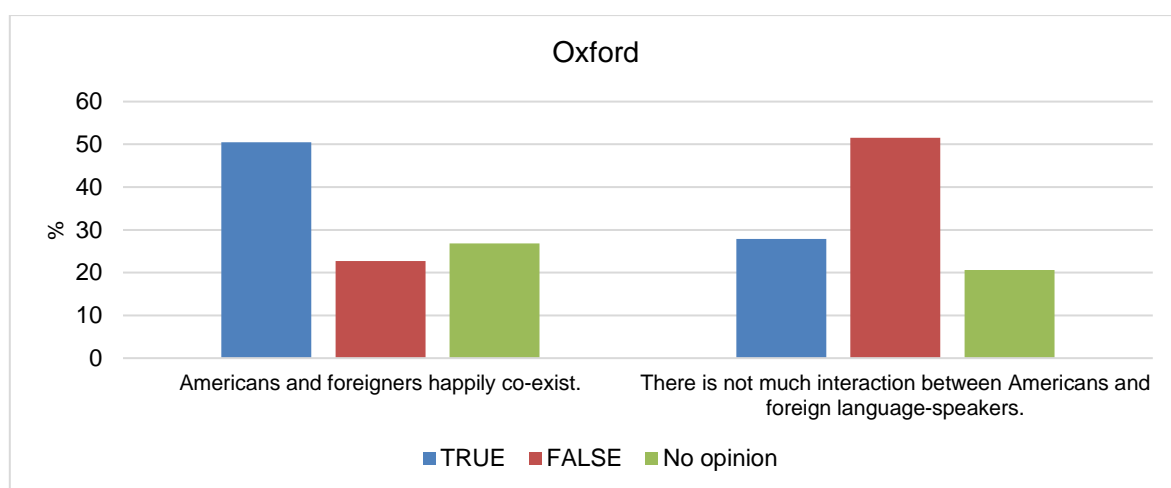


Figure 85. Interactions (Oxford)

CHAPTER V

DISCUSSION

Demographics

Concerning all three locations surveyed—Fribourg, Barcelona, and Oxford—most questionnaire participants were female, although Oxford was the only city who had a gender ratio that was the closest to being relatively equal. This could be explained by the fact that in Fribourg and Barcelona, the survey was distributed by language professors, and languages tend to be subjects that are more female-dominated. In Barcelona, most participants were from the Barcelona region, while in Fribourg and Oxford, most students were from outside their university's region or state. Fribourg had the least percentage of students who had studied or lived abroad for at least three months, but in all three cities, most students had not spent a significant amount of time abroad. In Oxford, this result could be explained by the lack of necessity in the United States for students to learn multiple foreign languages and the vast distance between the United States and many foreign countries, while in Europe, due to economic motivations and Switzerland's and Spain's proximity to other countries, learning languages is more essential and perhaps even facilitated.

Language and Bilingualism

From the information collected from the interviews, it is evident that Swiss and Spanish students know more languages than American students. For example, 75% of students interviewed from both Fribourg and Barcelona knew four or more languages, while 87.5% of students interviewed from Oxford had at least some knowledge of only one language in addition to English (see Tables 4, 7, and 10). However, these findings are an

exaggeration from those in the Qualtrics survey, where 38% of questionnaire respondents from Fribourg and 45% of students from Barcelona knew four or more languages, while 45% of students from Oxford knew only two languages (see Table 150). Nevertheless, 73% of students from Fribourg and 90% of students from Barcelona knew three or more languages, while 89% of students from Oxford knew only one or two. Based on these results, it can be concluded that in general, American students know fewer languages than European ones, and it appears that Barcelona students may know slightly more languages than Fribourg students. This could be because Fribourg is a less touristic city than Barcelona, which also accounts for the large amount of foreign influence in the Spanish city. This observation coincides with interviewees' responses about the multiculturalism in Barcelona, especially in the city center. Moreover, this could also account for why many of the students that were interviewed said that Barcelona speakers are easily able to switch from one language to another; as being surrounded by so many different cultures could prompt Barcelonians to be less selective about which language they choose to speak in, while in Fribourg, students may be more likely to adhere to their own linguistic affiliations.

Furthermore, Barcelona students seem to be more bilingual than those in Fribourg, as 100% of interviewees from Barcelona spoke both Catalan and Castilian Spanish compared to 0% of Fribourgeois who could speak both French and German (see Tables 16 and 79). In comparison, the only bilingual interviewees in Oxford were the two who had been born outside of the United States (see Table 8). These results agree with those from the Qualtrics questionnaire, which found that in Fribourg, more students were fluent in French than in German; while in Barcelona, students were almost equally divided between fluency in both Catalan and Castilian Spanish (see Figures 5-6). This suggests that the city of Fribourg is more asymmetrically bilingual, with French being the dominant and German the weaker language, while Barcelona is more symmetrically bilingual, with an equal divide between

Catalan and Castilian Spanish. As Figures 21 and 22 show, there also appears to be more of a balance in Barcelona between languages than in Fribourg, where French is consistently the dominant language.

In addition to this, many interviewees in Fribourg claimed to prefer English to German, finding it to be a more appealing and more useful language. As Figure 72 demonstrates, this correlates with Qualtrics responses, which show that English is perceived as being a more beautiful language than German. One reason for this could be the distinction that is present between ‘Swiss-German’ and ‘good’ or ‘standard German’. Dialects of Swiss-German are usually spoken at home among Swiss families, while ‘standard German’ is learned in schools. As a result, Swiss students learn a variety of German that is not practical in their language environment. Therefore, compared to Barcelona—as shown in Figures 7-8—in Fribourg, it appears that German is taught more as a foreign language than a native language, while in Barcelona, Catalan is taught as a native language alongside Castilian Spanish. This could also contribute to Fribourg’s asymmetric bilingualism, as in schools, German is not held to a status equal to French’s. Furthermore, French classes in Fribourg were also viewed more positively than German ones by Qualtrics respondents (see Figure 14), while in Barcelona, Catalan and Castilian Spanish held nearly equal status (see Figure 18).

In Fribourg, there also exists a general belief among interviewees that Germanophones are better at French and English than Francophones, as they appear to make a greater effort to speak the language of the ‘Other’, while Francophones are perceived as speaking neither German nor English particularly well because for this linguistic group, learning another language is not as much of a necessity as it is for Germanophones, similar to reality that it is less necessary for people in the United States to learn a language other than English. In consequence, in Switzerland, given that dominant French-speakers make less of

an effort to speak the ‘Other’s’ language in Fribourg, then this may continue to reinforce the imbalance that exists between the French and German languages. To add to this argument, one also cannot ignore the existence of the Röstigraben—a line of demarcation that is both geographical and linguistic that divides the Francophones from the Germanophones in Fribourg—which may also illuminate why the two linguistic groups appear to interact rarely although no tension between them seems evident. This coincides with the results shown in Figure 83, where although questionnaire respondents generally believed that in Fribourg and Switzerland, the different linguistic groups happily co-exist, they also believed that in Fribourg, there is not much interaction between Swiss-French and Swiss-Germans and that in Switzerland, there is not much interaction between the different linguistic regions. Additionally, Figure 80 shows that students in Fribourg were also more likely to believe that it was easier to get along with the Swiss-French than Swiss-Germans. These findings further support the theory of the Röstigraben because while Fribourg is an officially bilingual city, the bilingualism here seems to be more divided than it is in Barcelona, where the two official languages are considered as relative equals and both Catalans and Castilian Spanish-speakers are perceived as being easy to get along with by Spanish students (see Figure 81).

Moreover, in Barcelona, Catalan and Castilian Spanish cultures seem to meld more than in Fribourg, as shown in Figure 84, as there appears to be high level of interaction between Catalans and Castilian Spanish-speakers. Contrarily, in Fribourg, the Swiss-French and Swiss-German cultures appear to be more heterogenous. As Figure 55 shows, questionnaire respondents in Fribourg also considered Swiss-Germans to have the strongest culture, while in Barcelona, Catalans were believed to have a stronger culture. However, this distinction in Fribourg is more divisive than it is in Barcelona, as the differences between Francophones and Germanophones help create the linguistic division that is present in the city; while in Barcelona, the strength of the Catalan culture is a foundation for the intense

pride this region has for their language. For example, as shown in Figures 72-73, in Fribourg, French and English were perceived as being more beautiful languages than German, while in Barcelona, Catalan was perceived as being more beautiful than either Castilian Spanish or English. Furthermore, in Barcelona, it appears that people are easily able to switch from one language to another, and unlike in Fribourg, which language dominates in this Spanish city is undeterminable.

However, in the region of Catalonia outside the city center, it seems Catalan is the language of choice, and according to interviewees, Catalans may tend to discriminate against Castilian Spanish-speakers. Compared to Fribourg, however, there was less of a divide between Catalans and Castilian Spanish-speakers, and Figure 84 shows that compared to Fribourg, Barcelonians thought there was an appropriate level of interaction between Catalans and Castilian-Spanish speakers. It also appears that Barcelonians have a wider mix of friends than the students in either Fribourg or Oxford. In Fribourg, most participants expressed having Francophone friends, while Catalans and Castilians were more equally balanced in Barcelona (see Figures 77-78). Additionally, in Barcelona, Catalan appears to be growing in importance as a language. This latest phenomenon could be due to increased government support of the language, as in the city, Catalan is the official language of choice; and the sole language required for Barcelonian businesses to use is Catalan, while Castilian Spanish is only facultative. Moreover, Figure 58 shows that Barcelona questionnaire participants largely believed there should be more cultural activities and programs available in Catalan, further suggesting the city's support for its local language.

In Oxford, the interviews demonstrate that language cultures tend to remain isolated, as foreign students appear to keep to themselves, while American students are hesitant to interact with internationals; and a few students even mentioned an animosity that can exist between Americans and foreign language-speakers. It was also noted that Americans can be

somewhat closed-off to foreigners, although as Figure 85 shows, most questionnaire respondents were under the impression that Americans and foreigners happily exist and that the two language groups do interact. However, perhaps the perceived amount of interaction is slightly exaggerated compared to the actual amount of interaction between the two groups, and the extent to which this interaction exists probably varies at the individual level. For example, an American student who merely attends class with international students could define this as an ‘interaction’, albeit circumstantial rather than intentional. Finally, like Fribourg, the fact that in Oxford, language minorities were believed to have a strong culture (98% of participants considered this to be true) is not necessarily a positive thing, as this distinction between cultures could contribute to the divide that exists between Americans and foreign language-speakers.

Qualtrics questionnaire respondents also agreed that Fribourg is mostly bilingual with a Francophone majority, while Barcelonians agreed that their city is mostly bilingual (see Figure 27). Figures 28-29 also concur with the idea that French is more important in Fribourg than German. Figure 45 shows that Fribourg participants were more likely to select that in Fribourg, people only need to know one language, while students in Barcelona largely believed that people should know at least two. Furthermore, Fribourg and Barcelona questionnaire respondents both believed that all people in their country should receive a bilingual education (see Figure 60). On the other hand, although all three cities regard bilingualism positively, Barcelona students were slightly more positive than the other two cities. As is shown with many of their responses to the questions, Spanish students seemed to believe more strongly that being bilingual is more advantageous than being monolingual (see Figures 38-44, 47-51, 53). Furthermore, in comparison, Barcelona students seem to be more positive toward the bilingualism present in their city. As Figures 51-52 show, these participants were most likely to believe that there is majority support in their community for

bilingualism and least likely to believe that Barcelona should do more to promote bilingualism, possibly because this promotion already exists. Interestingly, Figure 65 shows that Barcelonians were also most likely to say that their parents believe it is important for them to learn other languages besides those spoken at home. Fribourg students were also likely to agree to this statement, although they were less apt to do so than their Spanish counterparts. On the other hand, only about half of Oxford respondents agreed with this statement. However, all three cities were positive with regards to wanting their children to know foreign languages: in Fribourg, questionnaire respondents primarily wanted their children to know French, German, and English; in Barcelona, students wanted their children to know Catalan and English; and in Oxford, participants wanted their children to know Spanish and other foreign languages (see Figures 67-69). Also, in Fribourg and Oxford, although most questionnaire respondents believed there is majority support in their communities for bilingualism, they were likely to agree that their environments should do more to contribute to its promotion. As seen in Figure 58, in Oxford, a large majority of students believed there should be more cultural programs available in Spanish and other foreign languages, and Figure 61 also shows that most Oxford questionnaire respondents believe that all Americans should know both English and a second language.

To conclude the findings on bilingualism, regarding the two European cities, Fribourg can be alleged to be bilingual in name only as French is clearly the dominant language, and English—a non-official language—appears to be entering as a more important language than German, whose presence may be weakening in the city. Nevertheless, Fribourg does make efforts to include street signs, documents, and public services in both languages, and interviewees believed that the University of Fribourg does an excellent job of promoting bilingualism and multiculturalism. Regardless, French largely dominates in this asymmetrically-bilingual community. This is also a reflection of Fribourg's population

statistics, which is about two-thirds Francophone and only one-third Germanophone.

Barcelona, on the contrary, comes across as a symmetrically-bilingual city. Cosmopolitan and multicultural, between Catalan and Castilian Spanish, no language seems to dominate, although the region actively tries to promote Catalan more than Castilian Spanish. Thirdly, in Oxford, while the city is reasonably liberal compared to the rest of Mississippi, the language environment is purely English, as is shown in Figure 27, although students shared the belief that bilingualism is a desired attribute and will perhaps even become essential in the future.

Foreign Language Instruction

Regardless of interviewees' location, all students agreed that improvement was needed concerning foreign language instruction. The chief complaints of Fribourg students were that teachers are not specialized in primary school; the quality of teaching can be poor; German is not carried out well, especially compared to English; and Francophones are often less advanced in German than Germanophones are in French because in Fribourg, German is not perceived as being a complete necessity. This coincides with the Qualtrics questionnaire findings, as shown in Figure 14, where the French language was regarded more positively by students than German, Italian, or English. Interviewees' suggestions to improve language teaching in Switzerland included more opportunities for exchanges, especially between different cantons; more dialogues in the classroom; changing the negative image people have of the German language; and beginning foreign language learning as early as possible. This last point coincides with results from the questionnaire shown in Figure 70, where most students believed that foreign language learning should begin in or before primary school.

In Barcelona, on the other hand, it appears that the teaching of Catalan is adequate, but students complained that the quality of English teaching is quite low, as teachers are not fluent in the language, and Spanish students often leave high school with relatively little knowledge of English. This concurs with Figure 18, where Catalan and Castilian Spanish

classes are generally regarded positively by questionnaire respondents, while English is viewed as being quite poor. The interviewees' suggestions for improving language teaching in Spain included more speaking in the classroom and less grammar and writing exercises, more communicative lessons, and more qualified teachers.

Thirdly, in Oxford, the main concerns expressed by student interviewees were that when foreign languages are introduced in schools and the quality of teachers are inconsistent throughout the United States; students have limited choices as to which languages they are allowed to choose; language learning is often viewed as merely a class to fulfill a requirement and nothing more; and students do not graduate high school with a sufficient level in the language they are learning. Figure 20 shows that the opinions of Qualtrics respondents regarding the quality of foreign language instruction in the United States largely varied, with elementary language instruction seen as being average or bad, with possible improvements at the secondary level. These questionnaire findings also reflect interviewees' perceptions of the inconsistency of language instruction within the United States, as some schools appear to be more successful with foreign language instruction than others. The Oxford interviewees' suggestions for improvement included making language learning more of a necessity; recruiting better-trained teachers and raising teacher pay; better preparing students; early exposure to the language; more tutoring sessions; language fairs where students can develop an interest for a language's culture; and more relaxed classroom environments where students feel less anxious about producing language output.

Surprisingly, students in Barcelona and Oxford were most likely to believe that foreign language learning should begin in or before primary school, while Fribourg students only agreed with this statement at a rate of 50%, while 30% disagreed and about 15% had no opinion (see Figure 70). However, Fribourg and Barcelona students did agree that K-12 classes should be bilingual with foreign language classes, while Oxford students primarily

believed they should be monolingual with foreign language classes (see Figure 71). These results suggest that in the United States, a bilingual education is not yet as favored by the American population.

The Role of English and Spanish as Foreign Languages

Finally, it appears that the role of English in Fribourg and especially in Switzerland is very powerful, as English has become an important means of communication between different countries as well as between Swiss people themselves. As Figure 31 shows, Swiss questionnaire respondents believed that English is relatively important in Fribourg, even though it is a foreign language in the city. For example, Swiss interviewees illuminated that if a French-speaker and German-speaker interact, they may choose to use English to communicate rather than attempting to speak the 'Other's' native language. A few students, both interviewees and Qualtrics respondents, even believed that English could become a national or foreign language in Switzerland, as more Swiss schools are beginning to emphasize English before the teaching of a second national language. As shown in Figure 57, more Fribourg questionnaire respondents than Barcelona ones tended to believe that English has a negative influence on Swiss cultures, reflecting the concerns of the interview participants. However, compared to interview participants, Swiss questionnaire respondents were largely opposed to the idea that English could become a national language of Switzerland, although English was considered as more aesthetically pleasing than German (see Figures 64, 72).

Despite these findings, it nevertheless seems that English could pose a threat to Swiss national languages in the future. If English is increasingly used as the intermediary language between Swiss people, Swiss youth may become less motivated to learn a second national language in lieu of English. For example, the Swiss-French, rather than actively learning German, may be complacent to resort to using English to communicate with Germanophones.

Similarly, Swiss-Germans, instead of first learning French or Italian, may show a greater preference for English. And although having a common language—such as English—between different peoples has its benefits, this may help widen the ‘Röstigraben’ that exists between Francophones and Germanophones, as language, like many of the interviewees pointed out, is an essential tool to understanding and appreciating the culture of the ‘Other’. If Swiss-French and Swiss-Germans become less prone to learn the ‘Other’s’ language, then perhaps the cultural acceptance that is present between the two linguistic groups in Fribourg will weaken in the future. Finally, as per the results of the interviews, if Switzerland desires to maintain its uniquely multicultural status, cantons should continue to prioritize the learning of second national languages before—or at least in concurrence—with English.

English also maintains a key position in Barcelona, with a presence in tourism and the job market; but unlike Switzerland, Spanish citizens are not susceptible to use English to communicate amongst themselves. As Figure 34 shows, like Fribourg respondents, Barcelona respondents agreed that English holds a vital role in their city, although the language’s importance here is perceived as greater than in Fribourg. Ultimately, it is unlikely that in Barcelona, English will replace Catalan or Castilian; however, Figure 64 shows that Qualtrics responses to this question were more neutral than those in Switzerland, where students were typically more opposed to this idea. It is also interesting to note that in Figure 59, Barcelona students were more likely to say that English, more so than Catalan, should be a required language in schools; and in Figure 67, students were more likely to agree that they would like their children to know English than Catalan, showing that perhaps one day, English could pose a threat to the vitality of the Catalan language in Barcelona. Barcelona students were also more likely than Fribourg ones to say that it is more important for students to learn English before a second national language, while Swiss students were strongly opposed to this idea (see Figure 62). However, Barcelonians also found English to be a less beautiful

language than Catalan, showing that students still have positive associations with the language (see Figure 73).

Although not an official language of the United States, English plays the most significant role in Oxford, where it is the dominate language not only in Mississippi but also in the entire country. Oxford interviewees believed that it is a language necessary to succeed, although they considered Spanish to be growing in importance and a language that could one day sit alongside English. This coincides only slightly with questionnaire responses, as only about 35% of students believed that Spanish could become a national language of the United States (see Figure 64). However, this percentage was greater than the number of students in Fribourg and Barcelona who believed that English could become a national language in their country. Nevertheless, whether Spanish will become a national language is uncertain. For instance, Phillip Carter (2018), Associate Professor of Linguistics at Florida International University, claims that it is unlikely that Spanish will take over the United States. He says that this is because children of immigrants who are raised bilingual overwhelmingly prefer English; and as a result, their children will most likely grow up speaking English only and will know limited to no Spanish. This is referred to by linguists as “the three-generation pattern” and is a consequence of English’s domination in the United States, restrictive language laws that prohibit the use of Spanish, the lack of Spanish in schools, negative attitudes toward Spanish from teachers and peers, and social pressure to speak English.

Additionally, in Oxford, student respondents to the online questionnaire, as shown in Figure 57, were not likely to believe that the use of Spanish has a negative influence on American cultures, reflecting the positive viewpoints of the interviewees. However, when it comes to foreign language learning, Qualtrics respondents show a preference for other foreign languages over Spanish. For instance, in Figure 59, students were more likely to select that foreign languages, above Spanish, should be required in schools. As Figure 63

shows, Oxford students were also not likely to believe that it was more important for students to learn Spanish than other foreign languages; and in Figure 69, questionnaire participants were more likely to want their children to learn other foreign languages rather than Spanish. In addition, as Figure 74 shows, students found other foreign languages to be more beautiful than Spanish. In contrast, Barcelonians had a much higher opinion of Spanish than did students from Oxford, showing how differently this language is perceived in the two environments (see Figure 75). However, Barcelona students' viewpoint about the beauty of the English language was more positive than in Oxford (see Figure 76), but this could be due to English's perceived utility in the business world and overall exoticism in Spain.

Gender

Fribourg. Because only eight students were interviewed for each location, no definitive correlation could be found between interviewees' gender, age, etc. However, the Qualtrics questionnaire shows that in Fribourg, females were more likely than males to believe that Swiss-French, Swiss-Germans, and Swiss-Romansh have a strong culture (see Tables 21-23). This could explain why males were more likely than females to believe that English could become a national language of Switzerland (see Table 24). If males do not believe that the linguistic groups of Switzerland have strong cultures, then it is not surprising that they consider it more of a possibility that English could elevate itself to the status of a national language of Switzerland. From these results, it seems as if females in Fribourg tend to feel more attached to their linguistic heritage than do males.

Barcelona. Unlike Fribourg, no data between genders was found to be statistically significant. This is most likely due to the lower number of questionnaire participants.

Oxford. In Oxford, females tended to view language more positively than did males, with most believing that there is majority support in their community for bilingualism, that the United States should do more to promote bilingualism, that more communities in the

United States should be bilingual, and that people living in the United States should know at least two languages (see Tables 106-109). Females also tended to view foreign languages more positively, were more likely to believe that Spanish courses should be required, that Americans should know both English and another language, and more likely to believe that K-12 classes should be bilingual with foreign language classes (see Tables 110-112). From these results, it seems that females in Oxford tend to have slightly more positive viewpoints toward foreign languages than males.

Age

Fribourg. In Fribourg, the questionnaire shows that there seems to be some improvement in the quality of English language courses over the year, as 45% of students ages 18-24 characterized their English classes as excellent compared to only 8% of students ages 25-29 (see Table 25). In addition, younger students were most likely to say that the Swiss-French and Swiss-Germans have a strong culture (see Tables 26-27), yet it seems that over the years, interactions between the two groups are becoming more positive and more frequent. For example, younger students were more likely to say that in Fribourg, Swiss-French and Swiss-Germans happily co-exist (see Table 31), and they were not likely to select that there is not much interaction between the different linguistic regions in Switzerland (see Table 32). On the other hand, older students, ages 25-29, tended to agree more that Switzerland's multicultural environment is an important part of Swiss identity (see Table 28) and that classes in secondary school should be multilingual with foreign language classes (see Table 30). They were also more likely to want to learn another language than younger students (see Table 33), to view English as a beautiful language, and to say they would like their children to know English (see Tables 34-35), which could explain their preference for having multilingual classrooms. From these results, it seems that although still culturally heterogeneous, Swiss-French and Swiss-Germans may be interacting more frequently and

more positively than in the past, which could aid to strengthen Switzerland's languages. Moreover, it is possible that in the past, Swiss people were likely to prefer English over other languages because their interactions with the 'Other' linguistic group were rather limited. Presently, however, there may be a growing trend in Fribourg of students being more inclined to learn the 'Other' language rather than resorting to English to communicate with people of different linguistic backgrounds. However, this could also merely be a pattern among Swiss-Germans, who are pressured to learn French in Fribourg than the Swiss-French are to learn German.

Barcelona. The only response that was found to be statistically significant was that younger people, ages 18-20, were less likely to believe there should be more cultural activities and programs available in Castilian Spanish (see Table 86). This could be reflective of the growing pride and presence of Catalan in the region, where people may feel more strongly than before the importance of supporting the Catalan language.

Oxford. The only question that was found to be statistically significant was that students in the older age category, ages 21-29, were more likely to believe that people who speak more than one language are friendlier than those who speak only one language, but this result does not provide much insight into discrepancies between the different age groups.

Time Abroad

Fribourg. Not surprisingly, results from the questionnaire show that students who had spent time abroad were more likely to want to learn another language and to believe that people in Fribourg should know at least two languages (see Tables 37-38). From these results, it seems that time abroad may positively impact students' perspectives of other languages and cultures.

Barcelona. Unlike Fribourg, no data regarding participants' time abroad was found to be statistically significant. This is most likely due to the lower number of questionnaire participants.

Oxford. In Oxford, students who had spent time abroad were more likely to believe that people who speak more than one language are more intelligent than monolinguals, that people perform better with a bilingual education, and that foreign language courses should be required (see Tables 114-116). From these results, it seems that time abroad could positively impact a student's perceptions on language learning, although evidence for this is rather minimal.

Number of Languages Spoken

Fribourg. In Fribourg, people who spoke three or more languages were more likely to believe that people who speak more than one language are at an advantage and perform better than those who have not received a bilingual education (see Tables 39-40). People who spoke three or more languages were also more likely to feel that it is important to speak at least two languages and to say that they enjoy learning other languages (see Tables 41-42). However, these participants could know three or more languages precisely because they already enjoy learning foreign languages. Furthermore, people who spoke three or more languages were more likely to believe that people in Fribourg should know at least two languages and that there is majority support in their community for bilingualism (see Tables 43-44). Also, compared to monolinguals, those who spoke more than one language were more likely to express having parental support of foreign language learning (see Table 49). Additionally, students who spoke only one or two languages were more likely to believe that English should begin in or before primary school and that it is more important for Swiss students to learn English before a second national language (see Tables 50-51). This could coincide with the idea that a limited knowledge of the 'Other's' language could instigate a preference for

English over other Swiss national languages. Overall, people in Fribourg who spoke more languages tended to view languages more positively, while those who spoke fewer languages seemed to show a preference for English and to believe that there is not adequate support for bilingualism in their community.

Barcelona. In Barcelona, students who spoke more than two languages were more likely to believe that it is important for them to speak at least two languages and that they enjoy meeting people who speak foreign languages (see Tables 88-89). They were also more likely to believe that all Spanish people should receive a bilingual education (see Table 90), and participants of all ages were likely to think that more regions in Spain should be bilingual (see Table 92). Furthermore, people who spoke fewer languages were more likely to believe that different language groups happily co-exist in Spain (see Table 95), yet they were also likely to believe there is not much interaction between the different linguistic regions (see Table 96). This could coincide with the results found in Fribourg, which show that people who know fewer languages are less liable to interact with the ‘Other,’ which could in turn lead to the perception that different linguistic groups have limited interactions. This result could also reflect the response, illustrated in Table 47, which shows that students were more likely to believe that Swiss-Germans have a strong culture.

Oxford. At the University of Mississippi, people who spoke more than one or two languages tended to view bilingual learning more positively than those who spoke only one or two (see Table 117). They were also more likely to agree that people in the United States should speak more than one language, that foreign languages are important to learn, and that they enjoy learning other languages (see Tables 118-120). Furthermore, they were more likely to believe foreign language courses should be required, that Americans should know two languages, and that K-12 classes should be bilingual (see Tables 121-122, 124). These students were also more likely than those who spoke only one or two languages to express

having parental support (Table 123). From these results, it seems that the more languages a person speaks, the more positively they may view language learning and the more likely they are to believe that it is important to learn foreign languages and that they enjoy learning other languages. Parental support seems to have had an impact here as well, as 100% of students who spoke three or more languages agreed to having support from their parents.

Native Language

Fribourg. It seems that in Fribourg, German language classes were viewed more poorly than French language classes, particularly by Francophones (see Tables 52-54). Surprisingly, however, Francophones were more likely than Germanophones to believe that French, German, and English should be required languages in schools (see Tables 56-58) and that people perform better if they receive a bilingual education (see Table 55).

Germanophones, on the other hand, were more likely than Francophones to select that the Swiss-French and Swiss-Germans interact (see Table 66) and that the two language groups happily co-exist (see Table 65). This last result could be because in Fribourg, Germanophones tend to encounter more Francophones than Francophones do Germanophones, which is due to the imbalance of the city's population. From these findings, it seems that Germanophones believe there is interaction between the two language groups and that it is relatively peaceable, while simultaneously, they are less likely to believe that a bilingual education is necessarily beneficial or that it should be required. This last sentiment could result from the imbalance that exists between the two languages in Fribourg, where Francophones may feel prouder of bilingualism than Germanophones, who are perhaps more aware of its weaknesses.

Barcelona. Unlike Fribourg, no data between participants' native language was found to be statistically significant. This is most likely due to the lower number of questionnaire participants.

Oxford. As most questionnaire respondents spoke English as their native language, no significant results could be retrieved from this analysis.

Place of Birth

Fribourg. In Switzerland, it seems that people who were born in Fribourg were slightly more positive about the bilingualism in their city, deeming that people who only speak one language are at a disadvantage and that there is majority support in the city for bilingualism (see Tables 68-69). On the other hand, Fribourgeois were less likely to believe that Swiss-Germans have a strong culture, which may be a result of the minority presence of Germanophones in Fribourg (see Table 70).

Barcelona. The only significant data found here was that students from Barcelona were more likely to believe that Catalan should be a required language (see Table 97). This finding coincides with the pride that seems to be becoming more apparent in the region concerning the Catalan language, especially in recent times with the increase in sway of the Catalonia independence movement.

Oxford. Overall, it seems that non-Mississippians view bilingualism more positively than Mississippians, at least with regards to several questions (see Tables 125-126). In addition, non-Mississippians were more likely to believe that foreign languages should be required and that it is easy to get along with foreign language-speakers (see Tables 127, 129). This finding could explain why Mississippians believed more so that there is a lack of national identity in the United States, which could ultimately be hindering their motivation to learn other foreign languages.

Language Ability

Fribourg. Reflective of the interview results, results from the online questionnaire show that Germanophones appear to be more bilingual than Francophones, who tend to possess a rather limited knowledge of German (see Tables 71-72). From this data, it can be

supposed that for Germanophones, French is a more necessary language in Fribourg than German is for Francophones.

Barcelona. Unlike Fribourg, no data regarding participants' language ability was found to be statistically significant. This is most likely due to the lower number of questionnaire participants and the fact that most respondents expressed having equal knowledge of both Catalan and Castilian Spanish

Oxford. Because Oxford is a largely monolingual community, this analysis was not taken into consideration.

Parents' Support

Fribourg. In general, in Fribourg, students who expressed having parental support with regards to learning foreign languages tended to view language learning more positively and to feel it was important for them to speak more than one language (see Tables 73-75). They were also more likely to believe that classes in secondary school should be bilingual with foreign language classes (see Table 76), and they were less likely to select that it is more important for them to learn English than a second national language (see Table 78). This could suggest that having parental support may increase Swiss students' motivation to learn other national languages in lieu of showing a strong preference for English.

Barcelona. For this Cross Tab, there was no deviation in students' responses, as all but one student felt their parents believe it is important for them to learn languages other than those spoken at home.

Oxford. In Oxford, students who expressed having parental support tended to view bilingualism slightly more positively than students who did not (see Tables 131-132). These students were also more likely to feel that it is important for them to speak multiple languages, that they enjoy learning other languages, that the United States should do more to promote bilingualism, that more communities should be bilingual, and that people should

know at least two languages (see Tables 133-137). Moreover, they were more likely to select that there should be more programs made available in other foreign languages, that Spanish and foreign languages should be required, that Americans should know English and a second language, that they would like their children to know another foreign language, that foreign language learning should begin in or before primary school, and that they find foreign languages to be beautiful (see Tables 138-144). From these results, it seems that in Oxford, parents' support has a strong, positive influence on students' perceptions of foreign languages and foreign language learning.

CHAPTER VI

CONCLUSION

Responses to the Research Questions

How are foreign language teaching and foreign languages perceived? In

Switzerland, opinions toward the quality of language teaching were generally positive, but there was a preference for French—and at times even English—over German. One of the reasons for this is the disparity between ‘standard German’, which is learned in schools, and ‘Swiss-German’, which is spoken in Swiss homes. In Barcelona, interviewees thought that the teaching of Catalan and Castilian was good, but they believed that English required some significant improvements, as most students considered the teaching of this language to be relatively poor. In Oxford, the largest problem with foreign language teaching in primary and secondary schools appears to be the lack of consistency amongst educational institutions, as some students expressed having had adequate teachers and language programs, whilst others did not. There was also a general opinion among the three environments that language students do not have enough opportunity to speak the foreign languages they are learning and that more time needs to be spent in the classroom working on communicating in the language above merely performing grammar exercises.

Based on these results, notwithstanding English foreign language courses, foreign language education appears to be most effective in Barcelona, as here, Catalan is not treated as merely a foreign language class; rather, students learn school subjects in both Catalan and Castilian Spanish, so it has become a more integral part of their education. In Fribourg, however, Germanophones tend to have a greater mastery of French than Francophones have

of German, and once German is no longer required, Francophones often do not feel obligated to continue using it in their daily lives. In the United States, on the contrary, foreign language teaching is not as effective as it would appear to be in Europe. This is probably partially due to the proximity of Switzerland and Spain to other countries; while in the United States, the need to use a foreign language is not as present.

Furthermore, linguistic perceptions in the three cities could also contribute to the strength or weaknesses of the diverse languages. In Fribourg, for example, German is perceived as being less important and less appealing of a language than French, while English seems to be steadily growing in appeal and importance. In Barcelona, however, because Castilian Spanish is used to communicate with speakers across Spain, this language is viewed positively alongside Catalan, of which Barcelonians maintain a considerable pride. In Oxford, although foreign languages are generally viewed positively, English clearly holds the greatest importance, and even other foreign languages seem to have a greater appeal than Spanish. Additionally, in Switzerland, English has become a means of communication between Swiss people of different linguistic backgrounds, while in Spain, English is perceived as being most useful to communicate with the outside world—namely English speakers—than it is for intra-country communication for the Spanish population.

To conclude this portion, it seems that foreign language education in all three cities needs improvement, particularly regarding the extent to which students can communicate in the target language. However, Barcelona seems the most successful in teaching Catalan, although the quality of English language teaching seems to be lacking. Finally, Fribourg seems to struggle most with teaching German as a non-native language; and the inconsistency and incompetency of foreign language teaching emerges as the largest problem within the United States.

Do participants in Fribourg and Barcelona consider the city to be a positive bilingual environment? In response to this question, it seems that the answer is ‘yes’, although Barcelona appears to be doing a better job at promoting and maintaining bilingualism than Fribourg. However, as a whole, perceptions among the interview participants toward bilingualism were very positive, as participants in Europe knew multiple languages, and they used these languages according to their needs or context. However, although the city of Fribourg is officially bilingual, the Swiss interviewees agreed that it is a town that is more Francophone than bilingual, while Barcelona participants felt strongly that their city is bilingual—even multilingual with the heavy presence of English. Not surprisingly, Oxford is dominated by English, although there does exist an international presence thanks to the opportunities the University of Mississippi offers international students and faculty.

How do linguistic groups appear to interact? In Fribourg, it appears there Germanophones are more apt to interact with the ‘Other’ linguistic group than Francophones, who tend to remain amongst themselves. In Barcelona, however, the different linguistic groups appear to interact relatively seamlessly, as speakers are easily able to switch from one language to another. In Oxford, American students and foreigners, while maintaining some level of interaction, tend to remain isolated from one another, preferring their familiar linguistic groups to non-native ones.

In addition, in Fribourg, interview participants were hesitant to openly describe the stereotypes of Swiss people even when asked their opinion about the ‘Other’ linguistic group. In Barcelona, students were less hesitant to describe the ‘Other’ linguistic group, although there seems to be less of a cultural divide between Catalans and Castilian Spanish-speakers here. Oxford students generally described both Americans and internationals as being somewhat closed-off toward other cultures. Finally, the relationship between Catalan and

Castilian-Spanish in Barcelona appears to be more harmonious than the relationship between French and German in Switzerland and between English and other foreign languages in Oxford. In Barcelona, Catalan and Castilian Spanish appear to cohabitate as equals, while French is clearly dominant in Fribourg; and in Oxford, there may even exist a certain level of hostility toward Spanish- and foreign language-speakers.

What are the cities doing to promote bilingualism? Of the three cities, the University of Fribourg seems to be the most successful in promoting bilingualism in Fribourg. Nevertheless, although the city of Fribourg has made efforts to support bilingualism—for example, including signs in both languages—there seems to be rather minimal effort made to encourage and promote the use of German. Here, German seems to be a secondary language, and somewhat negative perceptions toward this language may impede Francophones from working to actively acquire it. In Barcelona, however, Catalan appears to be the preferred language, as businesses are required to use Catalan but not required to use Castilian Spanish. Of the three cities, Barcelona seems to be the only one who is doing enough to promote multiculturalism, as the government actively pushes for the use of Catalan, a secondary language in Spain, more so than Castilian Spanish or English. This, however, does not pose a threat to Castilian Spanish, as it is the most widely-spoken language in Spain. In comparison, in Oxford, student groups appear to be making the greatest effort, and the University of Mississippi is relatively successful in bringing foreign students to campus. However, more promotion could be done concerning the activities and organizations that are present, as many interviewees expressed that they were largely unaware of the multicultural events that take place on campus.

What role does English or Spanish play? Participants from all three cities agreed that English plays a very important role in their countries, even if their opinions on its future were diverse. In Switzerland, it seems that English would be the most likely to become a

national language of the country, while in Spain, this seems highly unlikely. In the United States, it is yet unclear whether Spanish could thrive as a national language with the overwhelming presence and influence of English; although based on the growing trend of Hispanic children who prefer English over Spanish, this may prove to be rather unlikely. It also seems that in the United States, compared to other foreign languages, Spanish is the least preferred, albeit the second most-spoken language in the country.

Besides these observations, other themes also appeared, notably the choice of Swiss parents to send their children to schools that teach a non-native language or of Spanish parents to send their children to private schools to learn English; the fact that English has become the preferred foreign language over other national languages, particularly in Switzerland; and the fact that most students in Barcelona can easily adapt themselves to the language context. To conclude, in general, participants from all cities thought that bilingualism was an advantage, but they also believed that their communities could be doing more to support it.

For the Qualtrics questionnaire responses, is there a relationship between gender, age, time abroad, number of languages spoken, a person's native language, a person's place of birth, or parental support?

Gender. As per the questionnaire results, it appears that females in Fribourg feel more strongly than males that the Swiss-French, Swiss-Germans, and Swiss-Romansh have a strong culture, while females in Oxford generally felt more positively than males about bilingualism. However, compared to Oxford, European participants' gender seems to have had less of an effect on students' perceptions.

Age. Regarding students' age, it seems that older students in Fribourg are more likely to agree that different linguistic groups interact, and that Switzerland's multicultural environment is an important part of the country's identity. However, amongst younger

students, it seems there is more interaction between the different linguistic groups than before and that Swiss-French and Swiss-Germans happily co-exist. This could reveal a trend that Fribourg's bilingualism may in fact be helping to create a greater understanding between these two language groups. In Barcelona, in comparison, younger students were less likely to believe that there should be more cultural activities and programs available in Castilian Spanish, which could indicate that the region of Catalonia's push to promote Catalan is proving to be effective. In Oxford, conversely, no strong correlation was found between students' ages. Therefore, it can be concluded that as per these results, among the three cities, age was not a strong factor as to how students responded.

Time abroad. Students in Fribourg and in Oxford who had spent significant abroad generally had more positive attitudes with regards to several of the questions posed. For example, in Fribourg, students who had spent time abroad were more likely to want to learn another language and to believe that people in Fribourg should know at least two languages, while Oxford students who had spent time abroad were more likely to favor a bilingual education and to believe that foreign languages should be required. From these results, it appears that time abroad has some impact on students' perceptions on multilingualism and foreign language learning.

Number of languages known. In Fribourg, participants who spoke three or more languages were found to have more positive attitudes toward foreign language learning and bilingualism than those who spoke only one or two. These students were also more likely to express having parental support with foreign language learning. On the other hand, in Fribourg, students who spoke only one or two languages appeared to show a preference for English over other national languages. This last finding could be due to poor experiences in primary or secondary school or even perhaps the lack of necessity to learn multiple, national languages of Switzerland. Likewise, in Barcelona, students who spoke two or more languages

had more positive attitudes toward multilingualism, as did students from Oxford. As a result, findings from all three cities suggest that knowing more than one language has a positive impact on students' perceptions toward bilingualism and foreign languages.

Native language. Of the three cities, students' native language seemed to impact the questionnaire responses only in Fribourg, whereas Barcelona students were not as affected. In Fribourg, Francophones tended to view German classes as being poorer than French language classes. They were also more positive about language learning than Germanophones, although Germanophones seem to interact more with Francophones than French-speakers do with German-speakers. This can be explained by the fact that Fribourg is dominated by French-speakers, so Francophones have less opportunity to interact with Germanophones than German-speakers have with Francophones. It is also interesting to note that differences in responses between Francophones and Germanophones were the most statistically significant of all other categories, implying that in Fribourg, a person's linguistic background had a strong impact on how they responded to the questionnaire.

Place of birth. Students who had been born in Fribourg generally viewed the bilingualism in their city as being positive, but where a student was born seems to have had no significant impact on student responses in either Fribourg or Barcelona, although students from Barcelona were more likely to believe that Catalan should be a required language. In Oxford, however, students from outside of Mississippi tended to view foreign languages more positively than did students from Mississippi, perhaps implying that this state has some improvements to make concerning the quality of foreign language instruction and the positivity with which Mississippians view foreign cultures.

Language ability. Pertaining to language ability, in Fribourg, the Qualtrics questionnaire appears to reflect the opinions of the interview participants, as in general, Germanophones give the impression of being more bilingual than Francophones. This

observation can most likely be explained by the overwhelming presence of the French language in Fribourg, where Germanophones are often obligated to resort to French, as many Francophones do not master the German language.

Parents' support. Finally, it appears that parental support has a positive impact on students' perceptions, especially regarding foreign language learning. This finding is not altogether surprising, as parents' opinions can have an impact on the opinions of their children. For example, studies such as those performed by Petchprasert (2014) in Thailand have shown that parents' belief about language learning affects expectations on their children's language success.

Are the European cities symmetrically or asymmetrically bilingual? Based on these results, Fribourg should be considered an asymmetrically-bilingual community, with German being the weaker of the two languages. Barcelona, on the other hand, appears to be more symmetrically-bilingual, where most of its citizens, especially native ones, master both Catalan and Castilian Spanish. This could be because the government of Catalonia actively promotes the Catalan language over others, and that in lieu of weakening, Catalan has only grown stronger over the years.

Are European students more open-minded toward other languages than American students? Between Fribourg, Barcelona, and Oxford, Barcelonians seem to be the most open-minded of the three cities. This is probably due to the city's large influx of tourists, multicultural atmosphere, and high level of diversity, where 17% of the city's population is composed of people from other countries ("World Population Review," 2018); although it should be noted that in Fribourg, about 35% of the city population have a nationality that is not Swiss ("Ville de Fribourg," 2018). Furthermore, compared to the European cities, students from Oxford do not appear to be less open-minded than their

European counterparts, although American students did know significantly fewer languages than did students in either Fribourg or Barcelona.

Conclusion

To conclude, research such as the study being discussed is important to linguistic studies because language perceptions, which influence the way in which a language is perceived, may indicate whether a change in a language's status is likely (Flórez, 2006). Furthermore, language perceptions are the product of a learner's identity with the language, its culture, and its speakers (Henry & Apelgren, 2008). For instance, if perceptions toward a language are mostly positive in a community, interest in a language, a greater openness, and a greater respect for other cultures are more apparent (Flórez, 2006). Furthermore, a study performed by Woolard & Gahng (1990) showed that greater prestige of a minority language could be one motivation for its acquisition. If more students are motivated to learn foreign languages, and if we can identify factors that contribute to positive language perceptions, we may facilitate language acquisition. By identifying weaknesses in foreign language teaching, we can hopefully work to improve the way in which languages are taught or perceived in communities. In Switzerland, for example, because of the growing importance of English in the country—especially when it comes to communication between cantons—different linguistic groups may feel less motivated to learn the language of the 'Other' than they are to learn English. This, in turn, could cause an even greater 'Röstigraben'—divide between Francophones and Germanophones—and hinder the tolerance that presently exists between the two groups. Conversely, in Spain, there appears to be no danger of this happening, as the government of Catalonia places more emphasis on a minority language, Catalan, than on either Castilian Spanish or English. Fribourg, contrarily, is content to use French as the primary means of communication in the city, putting minimal emphasis on actively promoting the use of German. Finally, in the United States, although the number of Spanish-

speakers is growing significantly, because the country is not putting much emphasis on Spanish language acquisition and because it appears that this language is not perceived by American students as being more appealing or more important than other foreign languages, an English-Spanish bilingual United States may be less likely than some would believe. In conclusion, the results from this study suppose that support from both the community and parents can aid in learning other languages; and without either factor, second language acquisition may be more difficult to achieve.

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APPENDIX

APPENDIX

Interview Questions (Fribourg, Switzerland, English Version)

Preliminary Questions.

1. Could you briefly describe to me who you are? (age, sex, place of birth/residence, studies)
2. How long have you lived in Fribourg? (or another location)
3. Have you ever lived or spent time abroad?
4. Could you briefly tell me about your language background? (what language do you consider to be your mother tongue? how many languages do you speak? what is your level? how and why did you learn X/Y?)
5. In what context(s) do you use these languages? Are there languages that you use more than others?
6. What do you think about the teaching level of language classes in compulsory school in Switzerland?
7. How would you identify yourself? As Swiss? As Swiss-French? As Swiss-German? Other?
8. What language(s) do you speak with your family? More specifically: with whom?

Principal Questions.

1. How would you describe the language environment in Fribourg?
2. What do you think about bilingualism in Fribourg?
 - a. Do you think that bilingualism in Fribourg is mostly a negative or positive thing?
3. How do you orient yourself in this multicultural context? (what do you do? what are your strategies?)
4. Do you think that the city of Fribourg does enough to promote multiculturalism?
5. How would you describe Swiss-French?
6. How would you describe Swiss-Germans?
7. What role do you think English plays in Fribourg/Switzerland?
8. Do you think that English could become a national language of Switzerland?

Interview Questions (Barcelona, Spain, English Version)

Preliminary Questions.

1. Could you briefly describe to me who you are? (age, sex, place of birth/residence, studies)
2. How long have you lived in Barcelona? (or another location)
3. Have you ever lived or spent time abroad?
4. Could you briefly tell me about your language background? (what language do you consider to be your mother tongue? how many languages do you speak? what is your level? how and why did you learn X/Y?)
5. In what context(s) do you use these languages? Are there languages that you use more than others?
6. What do you think about the teaching level of language classes in compulsory school in Spain?
7. How would you identify yourself? As Spanish? As Catalan? Other?
8. What language(s) do you speak with your family? More specifically: with whom?

Principal Questions.

1. How would you describe the language environment in Barcelona?
2. What do you think about bilingualism in Barcelona?
 - a. Do you think that bilingualism in Barcelona is mostly a negative or positive thing?
3. How do you orient yourself in this multicultural context? (what do you do? what are your strategies?)
4. Do you think that the city of Barcelona does enough to promote multiculturalism?
5. How would you describe Catalans?
6. How would you describe the Spanish?
7. What role do you think English plays in Barcelona/Spain?

Interview Questions (Oxford, Mississippi)

Preliminary Questions.

1. Could you briefly describe to me who you are? (age, sex, place of birth/residence, studies)
2. How long have you lived in Oxford? (or another location)
3. Have you ever lived or spent time abroad?
4. Could you briefly tell me about your language background? (what language do you consider to be your mother tongue? how many languages do you speak? what is your level? how and why did you learn X/Y?)
5. In what context(s) do you use these languages? Are there languages that you use more than others?
6. What do you think about the teaching level of language classes in compulsory school in the United States?
7. How would you identify yourself? As American? Other?
8. What language(s) do you speak with your family? More specifically: with whom?

Principal Questions.

1. How would you describe the language environment in Oxford?
2. What do you think about bilingualism?
 - a. Do you think that bilingualism is mostly a negative or positive thing?
3. How often do you interact with international students?
4. Do you think that Ole Miss does enough to promote multiculturalism?
5. How important do you think it is to learn another language?
6. How would you describe the international students on campus?
7. Do you think race is an issue on campus?
8. What role do you think English plays in the United States?
9. What role do you think English plays in the world?
10. Do you think that the United States could one day be bilingual?

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